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FEDERAL EDUCATIONAL ACTIVITIES

AND

EDUCATIONAL ISSUES BEFORE CONGRESS

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A REPORT PREPARED IN

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BY

CHARLES A. QUATTLEBAUM
Education Research Analyst

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FOREWORD

This study of the educational activities of the United States Government and educational issues before Congress was undertaken for the House Committee on Education and Labor in response to a request received in the Legislative Reference Service from the chairman, the Honorable Graham A. Barden.

In making the request, Mr. Barden pointed out that he felt that the committee was working in the dark in considering educational propositions that came before it when it did not know what the Federal Government was already doing in the field of education. Accordingly, Chairman Barden perceived the need for this study and made arrangements for its financing, partly from funds appropriated to the committee for such purposes. He and Charles A. Quattlebaum, educational research analyst on the staff of the Legislative Reference Service, together worked out the basic plan.

Subsequently, the Legislative Reference Service received a request from the Senate Committee on Labor and Public Welfare for a report on the same subject.

The study was carried out and the report prepared by Charles A. Quattlebaum. He was assisted by a large number of persons on the professional and administrative staffs of national organizations and Federal agencies. These persons contributed valuable information and source material.

The prefatory statement sets forth the purpose and scope of the report. In brief, it is a comprehensive, analytic report on important educational issues before Congress, the relevant attitudes of organizations and agencies, and the far-flung activities of the Federal Government in the field of education. The emphasis is upon laying a foundation for the congressional determination of future policies of the Federal Government respecting the establishment and administration of its educational programs—particularly with a view toward the coordination of these programs.

The detailed table of contents is designed to serve as a brief of the report, and to facilitate its use as a reference work.

Ernest S. Griffith,
Director, the Legislative Reference Service.

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PREFACE: STATEMENT OF THE PURPOSE AND SCOPE OF THIS REPORT

Concerning the importance of education to the national security and progress in the developing world-wide emergency, President Truman said as early as in March 1949:

> Education is our first line of defense. In the conflict of principle and policy which divides the world today, America's hope, our hope, the hope of the world is in education. * * * Education is the most important task before us.

In August 1950 the President declared that:

> Democracy demands good education—today more than ever before.

Concerning the same subject, the following statements were made by prominent Americans within the last several months of 1950.

Gen. Dwight D. Eisenhower:

> To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses. * * * Where our schools are concerned no external threat can excuse negligence; no menace can justify a halt to progress.

Warren R. Austin, United States representative to the United Nations:

> American education carries a heavy responsibility * * *. Its tasks are great. * * * the Nation must give high priority to its educational system.

Earl J. McGrath, United States Commissioner of Education:

> Tyranny thrives on ignorance; democracy on enlightenment. Freedom must rely not alone on defensive arms, but also on clarity and depth of conviction. Man's hope in peace and war hinges on the continuing adequacy and excellence of education.

The primary object of the present report is to make readily available to the congressional committees which requested it, and to the Congress in general, a compilation, analysis, and summary of certain basic information needed for legislative decision on educational issues before the Congress.

Particularly, this study is designed to afford a basis for congressional determination of future policies of the Federal Government respecting the establishment and administration of Federal educational programs, with a view toward the coordination of these programs. As is shown in detail later in the report, educational programs and activities involving expenditures of several billions of dollars annually are scattered throughout the structure of the Federal Government. These activities vary widely in nature and degree of being educational.

In accordance with an understanding reached in conference with the chairman of the Committee on Education and Labor regarding this study, the writer assumes in its preparation that the committee needs several types of information concerning existing Federal educational policies, programs, and issues in order to determine new policies

in this field. Determining these policies involves answering such specific questions as the following: (1) What new educational programs should be initiated? (2) What should be the relationship of these to the established activities? (3) What changes, if any, in the administration of the older programs should be made? (4) How should the various programs be coordinated? and (5) What other matters bear upon legislation affecting Federal educational activities?

Obviously all of the information needed for congressional decision on proposed national legislation affecting education cannot be compressed into a single report. The present study presents some of the basic data necessary for congressional consideration of the broader policies in this field. Comprehensive reports on some of the specific educational issues have been prepared in the Legislative Reference Service, and studies of other specific legislative proposals in this field are pending in the Service.

Somewhat more in detail, the principal purposes of this study are the following:

In part 1: (1) To discover, analyze, and summarize the principal educational issues before the Congress; (2) to review the progress and status of education in the United States; (3) to trace the evolution of Federal policies in education; and (4) to describe the organization and set forth the objectives of the central educational agency of the Federal Government.

In part 2: To compile and summarize the criticisms and recommendations concerning Federal policies in education that have emanated from representative national organizations and agencies and from the President of the United States, including among the organizations and agencies not only those currently active but also a number of governmental and nongovernmental advisory commissions that have functioned within recent years.

In part 3: (1) To survey the educational activities administered by Federal agencies; (2) to describe the programs individually; and (3) to summarize these activities, including data on funds available for the respective programs as well as general descriptive information.

In part 4: To analyze and classify the Federal educational programs according to several categories, such as (1) methods of administration, (2) levels of education covered, (3) geographical areas affected, and (4) number and type of persons affected—setting forth in this connection such information as should be useful to the Congress in considering similarities and relationships of the various programs and possible measures for coordinating them.

Taking into consideration the volume of detailed information sought, the nature and extent of research required to obtain it, the number of conferences involved, and other factors, the major undertaking of this study is the survey of the educational programs administered by the various agencies of the Government of the United States, contained in part 3.

The general scope of Federal activities in education has been revealed by several earlier authoritative studies.

In 1931 the National Advisory Committee on Education appointed by President Herbert Hoover reported that—

> Few people are aware of the extent to which the Federal Government is engaged in educational activities.

* * * * * * *

It is not possible to list accurately or comprehensively all of the formal educational activities of the Federal Government within the vast national domain which stretches across a continent and over island possessions in two oceans. * * * Governmental reports do not reveal all that is done in the field of education by the Federal Government, but it is clear that there is not a single aspect of education that is not a concern of some branch of the Federal Government.

The Advisory Committee on Education appointed by President F. D. Roosevelt reported in 1938 that—

When the entire long record of Federal activities in connection with education is viewed in perspective, it is evident that throughout the years the Federal Government has been increasingly concerned with the development of adequate educational opportunities. This trend may be expected to continue. * * *

The necessities of the people require the Federal Government to assume increasing responsibilities for the education of children, youth, and adults. * * *

In addition to the activities carried on by the Office of Education, almost every Federal agency carries on some educational functions or engages in activities bearing a relatively direct relationship to some phase of education.

In 1939 the Educational Policies Commission of the National Education Association published a study of Federal activities in education. The document declared that it was—

not a complete review of the multitudinous activities of Federal agencies in education—

but that it did—

cover those of the greatest importance to the conduct of education in the States and local communities.

The study drew attention to the fact that—

the Federal Government has been the founder of the public-school systems in most of the States, and its influence on educational development has been both positive and widespread.

The report prepared in 1948 by the Task Force on Public Welfare of the Commission on Organization of the Executive Branch of the Government (the Hoover Commission) declared that—

It would be improper to conclude that the Federal interest in education stops at cooperation with the States. In fact, by far the greater part of the Federal budgetary items concerning education are in other areas, or through other than State channels. Assuming a rather broad definition of "education," but limiting it to matters involving schools and higher educational institutions and students therein, during each of the last few years the Federal Government has expended several billions of dollars through these channels, with participation by practically every major governmental department and independent agency.

Pointing out that educational activities are a major enterprise of the Federal Government, the report listed 200 separate Federal educational programs and gave a "cursory descriptive statement" regarding each of these activities.

The present comprehensive study shows a great diversity of Federal activities and programs in the field of education and a widespread diffusion of these activities and programs throughout the Government. As the nature and extent of the education of the people has become increasingly important to the national security, welfare, and progress, the Federal interest in education has grown in intensity and diversification. With the consequent expansion of Federal activities in education has developed a greater need for the determination of controlling policies and the initiation of measures for the coordination or integration of the numerous Federal programs in this field. The

present study is designed to aid the Congress in this major task as well as in decision on specific educational issues.

In making this study the writer has been assisted by a large number of persons on the professional and administrative staffs of national organizations and Federal agencies. These persons have contributed information by supplying published materials, entering into conferences with the author, and in some cases by preparing memoranda which he has quoted, edited, or otherwise adapted for the purposes of this report. The United States Office of Education has rendered valuable cooperative services, and the Bureau of the Budget has been especially helpful in obtaining fiscal data. In many instances, only those persons who administer a particular Federal educational program have an intimate knowledge of its nature and scope. Without the cooperation of these individuals in furnishing specific information, the preparation of this report would not have been possible.

Charles A. Quattlebaum,
Educational Research Analyst,
the Legislative Reference Service.

PART 1

EDUCATIONAL ISSUES AND CONSIDERATIONS INVOLVED IN PROPOSED LEGISLATION

(JANUARY 1951)

PART 1

EDUCATIONAL ISSUES AND CONSIDERATIONS INVOLVED IN PROPOSED LEGISLATION

A. Summary of Part 1

1. EDUCATIONAL ISSUES BEFORE THE CONGRESS

Within recent years numerous educational issues have arisen in Congress. About 1,000 bills referring entirely to education or containing educational provisions were introduced in the Eighty-first Congress alone. The Congress enacted a number of these measures. Others received consideration by either the House or Senate, or were the subjects of committee action.

The Eighty-first Congress passed bills relating to (*a*) Federal aid for the construction and operation of schools in areas particularly affected by Federal activities, (*b*) State-wide surveys of school plant needs; (*c*) scholarships and fellowships for basic scientific research; (*d*) the provision of Federal funds for advance planning of public works, including schools, and (*e*) other educational matters.

Committee action or action by either the House or Senate was taken on proposals regarding (*a*) Federal aid to the States for elementary and secondary education, (*b*) assistance to professional schools in health fields, (*c*) establishment of a labor education extension service, (*d*) public library service demonstrations, and (*e*) other matters affecting education.

The following issues, discussed in this report, are among those which have received recent congressional consideration but have been undecided or only partly resolved by the Congress:

1. Establishment of a Comprehensive Policy and Organization for the Administration of Federal Educational Programs.
2. Federal Aid to the States for Elementary and Secondary Education in General.
3. Establishment of a Universal Training Program.
4. Federal Aid to Institutions of Higher Education in General.
5. Proposed National Scholarship and Fellowship Program.
6. Reorganization and Expansion of the Reserve Officers' Training Corps.
7. Establishment of a Long-Range Program of Federal Participation in Financing Public School Construction.
8. Establishment of a Labor Education Extension Service.
9. Extension of Federal Provisions for Veterans' Education.
10. Federal Aid Specifically to Medical Education.
11. Federal Provision for Public Library Service Demonstrations.
12. Proposed Extension of the Scope of Vocational Rehabilitation.

13. Adequate Federal Appropriations in Aid to Operation of Schools in Areas Particularly Affected by Federal Activities.
14. Proposed Changes in the Administration of the School Lunch Program.
15. Congressional Approval of Interstate Compacts for Regional Education.
16. Other Educational Issues.

2. HISTORICAL REVIEW OF FEDERAL EDUCATIONAL ACTIVITIES

A comprehensive history of Federal activities in education would be voluminous. This study briefly reviews some of the events which indicate the course of development of Federal policies in this field.

From its inception the Federal Government has engaged in two types of educational activities: (1) operating its own educational programs, and (2) aiding the States and Territories in financing and promoting education.

Apparently the Federal Government's own educational pursuits started in 1779 with the instruction of men in the military service. A few years later, in 1785, by setting aside public lands for the endowment of schools, the Federal Government initiated a policy of giving aid to the Territories and later to the States for the support of education. Federal land and monetary grants made to the Territories and States for education during the first half of the nineteenth century were without stipulation as to the kind of education to be given aid.

The "general welfare" clause and other clauses in the Constitution have served as warrants and guides for the development of Federal educational programs.

From "general instruction" provided in the Army under the Von Steuben regulations of 1779, Federal activities in education for national defense and war have grown to include instruction in practically all subject fields. These training programs have covered all educational levels from teaching illiterates to read and write to postgraduate courses at the Nation's leading universities.

The Military Academy at West Point was established in 1802. An act of July 1866 marked the beginning of the long-lived post school system for enlisted men. The Army Medical School was established in 1893 and the Army War College in 1901. The National Defense Act of 1916 as amended in 1920 established the Reserve Officers' Training Corps at 4-year universities and colleges. This marked a new policy in Federal activities in education involving close-working relationships with civil educational institutions.

Under the Army specialized-training program established during World War II, many thousands of soldiers were sent to the best universities in the country. Since the war the Army has provided training for some of its military personnel in civilian educational institutions, and it has also established the Army Information, Strategic Intelligence, Counter-Intelligence, and Army Security Schools.

The Naval Academy at Annapolis was established in 1845. In the 1850's the Navy initiated shore-based schools for specialists—an educational system later enormously expanded. The Naval Academy Preparatory School and the Marine Corps Institute were established in 1920, and the Naval Reserve Officers' Training Corps in 4-year colleges and universities in 1925.

On August 28, 1942, Dean Joseph W. Barker, Special Assistant to the Secretary of the Navy, said:

> The Navy itself has become one huge school. No officer or enlisted man ever ceases to go to school in the Navy. For every man, from the lowest apprentice to the Commander in Chief, schools are in session all the time.

Following World War II the Navy rapidly reduced its educational programs but is currently expanding them as the world faces new threats to peace.

Under an act of April 3, 1939, the Army Air Corps was authorized to institute its own educational system. By provision of the National Security Act of 1947, the Army Air Forces became the autonomous United States Air Force, which has since carried on its educational programs principally through the Air Training Command, the Air University, and the USAF Institute of Technology.

During World War II the Federal Government carried out or promoted a number of educational activities designed to prepare the civilian population for more effective support of the war effort. Besides adapting some of its established educational programs to wartime needs, the Federal Government initiated a variety of new activities, such as vocational training for war production workers, food-production war training, training in engineering, science, and industrial management, education for civilian defense, and (in cooperation with other American Republics) a comprehensive educational program in support of the production of strategic materials.

Throughout its history the Federal Government has made various provisions for the education of persons residing in areas under its special jurisdiction. Federal provisions for education in the District of Columbia dates from 1804, in Alaska from 1824, and in the Canal Zone from 1905.

With the passage of the Morrill Act of 1862, establishing the land-grant colleges, the Congress initiated a policy of giving aid to the States for higher education in certain specialized fields; namely, agriculture and the mechanic arts.

Federal programs for the promotion of vocational education of civilians have included nautical education, since 1874; in-service training of Government personnel, at least since 1876; vocational education in the public schools, since 1917; vocational education of physically disabled persons, since 1920; apprentice training, since 1934; and aeronautical education, since 1939.

During the economic depression of the 1930's, several Federal emergency agencies carried out extensive educational activities as measures of relief to the States and localities.

In 1918 the Congress provided for vocational education of disabled veterans of World War I. The Vocational Rehabilitation Act of 1943 (Public Law 16) made similar provision for disabled veterans of World War II. The Servicemen's Readjustment Act of 1944 (Public Law 346) authorized an educational program of unprecedented scope for practically all veterans of World War II.

In 1906 the Federal Government began activities in the field of international education. These activities have included (1) bilateral programs of educational cooperation with other countries, (2) educational activities participated in by the Federal Government as a

member of international organizations, and (3) programs for the reeducation of defeated nations in the ways of democracy.

Some other activities indicative of the evolution of Federal policies in education have been (1) since 1879, the financial support given to Howard University (primarily devoted to the education of Negroes); (2) since 1918, promotion of education for citizenship; (3) since 1933, aid for the provision of lunches in elementary and secondary schools; and (4) intermittently since 1941, aid to local communities for the construction, maintenance, and operation of schools in areas adversely affected by Federal activities.

3. PROGRESS AND CURRENT STATUS OF EDUCATION IN THE UNITED STATES

Concerning the progress and current status of education in the United States, this study summarizes selected data bearing upon a consideration of what the Federal Government should or should not do in the field of education.

According to reports from the Bureau of the Census, the general educational level of the population has risen somewhat since 1940. The number of persons who had completed less than 5 grades of school in 1947 was about 2,000,000 less than in 1940 and the number of college graduates was about half a million greater. In 1950 the estimated median number of years of school completed by persons under 21 years old was, for males, 9.7 years and, for females, 10.2 years.

Evidence of remaining serious educational deficiencies among the population appeared in rejections from military service during World War II. Over a million men of draft age were found educationally deficient for service in the Armed Forces and over 659,000 of these were rejected.

Although illiteracy among the whole population had declined to a new low at the time of a Census Bureau study in October 1947, about 2.8 million people over 14 years old in this country were still unable to read and write, either in English or any other language.

During World War II the Federal Government contributed to the reduction of illiteracy by giving primary education in the Armed Forces. Of more than 300,000 illiterates inducted after June 1, 1943, the Army succeeded in raising the educational level of about 85 percent to approximately that of the fourth grade. A lesser number were similarly taught in the Navy. However, during the war persons having less than 5 years of schooling were still classed as "functional illiterates" by the Armed Forces in attempting to weed out persons unable to comprehend simple written instructions.

Opportunities for public education vary widely throughout the United States. The variations are due to a number of factors. Some States have much greater educational loads, or numbers of children in proportion to the total population, than other States. The States having the greater proportionate numbers of children have also proportionately fewer adults to support their educational programs. Furthermore, in general these same States have less than average financial ability to support their schools. In 1947–48 three of the States spending the highest percentage of their income for education were among the three lowest in expenditure per pupil. This fact

reflects the differences in educational load and relative income of the people in different States.

Differences in per pupil expenditure, average salary paid to teachers, average number of pupils per teacher, and other measurable factors show that educational opportunities are far from equal throughout the Nation.

During the school year 1949–50 the total enrollment in public and nonpublic schools, elementary and secondary, was about 29,000,000. The Office of Education has forecast that by 1959–60 the enrollment will have risen to over 37,000,000—an increase greater than the total enrollment in 35 States in 1946.

In 1949–50 about 7 percent of the children 6 to 17 years of age were not attending school. Enrollment in nonpublic schools increased by 24 percent between 1937–38 and 1949–50.

A smaller percentage of the national income was spent for the support of the public school system in 1949–50 than in 1939–40. Variations among States and localities in ability to support public education have increased, largely as a result of uneven distribution of industrial wealth.

During the school year 1950–51 the public schools are employing nearly 80,000 teachers with substandard certificates or licenses for teaching. The estimated annual salary in 1950–51 of all instructional personnel in the public schools is $3,080 (or about $1,772 in prewar dollars), which is less than average earnings in industry. The chief of the School Housing Section of the Office of Education estimated in 1950 that there is a need for the construction of 500,000 new public school classrooms costing 13.5 billion dollars within the next decade.

Enrollment in the Nation's institutions of higher education was 6.5 percent less in the fall of 1950 than in the fall of 1949. Enrollment of veteran students had declined 33.2 percent from the year previous.

The total annual income and expenditures of colleges and universities have increased within the last several years. Contributions of the Federal Government toward the support of higher education (through payment of fees for veterans, and payments for research services) appear to have increased about 20 percent from 1948 to 1950.

During this period there was a drop of 3 or 4 percent in total number of persons on the instructional staffs of institutions of higher education. Faculty salaries increased from about 1 to 4.2 percent. College and university administrators have estimated that new construction needed by the institutions within the next 10 years would cost about $5,000,000,000.

Concerning other matters affecting the progress and status of education in the United States objective data are available in varying degrees of accessibility.

4. ORGANIZATION AND FUNCTIONS OF THE UNITED STATES OFFICE OF EDUCATION

In 1867 the Congress established a Federal Department of Education, headed by a Commissioner. Subsequent congressional and Executive actions have changed both the name of this central educational agency and its position in the Federal structure. Known officially as the Office of Education for the last 20 years, it has been a constituent unit of the Federal Security Agency since 1939.

The primary purposes of the Office of Education as stated in the establishing act are those of (1) collecting and diffusing such educational information "as shall aid the people of the United States in the establishment and maintenance of efficient school systems," and (2) otherwise promoting "the cause of education" throughout the country. Further legislation and Executive orders have expanded the duties of the Office in specific spheres. Several of its added responsibilities have been the following:

In 1890 the Congress assigned the Secretary of the Interior certain duties regarding the administration of the land-grant colleges and universities. The Secretary delegated these responsibilities to the Office of Education, which was at that time a bureau in the Department of the Interior. The Office of Education has since administered these duties.

In 1933 the Secretary of the Interior delegated to the Office of Education the former functions of the Federal Board for Vocational Education relating to vocational education in public secondary schools, and vocational rehabilitation of civilians. The Office of Education has since administered these functions, except those relating to vocational rehabilitation, which were assigned to the separate office of Vocational Rehabilitation established in the Federal Security Agency in 1943.

During World War II the Office administered several large emergency educational programs authorized by the Congress. Activities of the Office after the war included discharging a responsibility assigned to it by Public Law 697, Seventy-ninth Congress, relating to the donation of Federal surplus property to schools and institutions of higher education.

The Office of Education is currently organized in eight divisions.

The Division of Elementary and Secondary Schools is composed of three sections, concerned respectively with (1) organization and administration of elementary and secondary schools, (2) instructional problems of elementary schools, and (3) instructional problems of secondary schools.

The Division of Vocational Education administers Federal funds appropriated by Congress for this type of education, promulgates policies governing the use of these funds, and in other ways assists the States in developing their programs of vocational education.

The Division of Higher Education performs various services to the Nation's colleges, universities, and professional schools. These services are carried out by three major sections respectively dealing with (1) educational organization on institutional, State, regional, and national levels, (2) finance, and (3) student personnel services.

The program of the Division of International Educational Relations is designed to help the youth and adults of the United States and other nations toward mutual understanding.

The Division of School Administration makes studies and provides advisory services regarding school housing, pupil transportation, and other matters relating to State and local school organization and administration.

The Division of Special Educational Services gathers basic statistics pertaining to education and disseminates these data and other significant information for the purpose of promoting education at all levels.

The Division of School Assistance in Federally Affected Areas is responsible for the administration of laws enacted by the Eighty-first Congress making provision for assistance to schools in federally affected areas.

The national scientific register project functions as a division within the Office of Education, performing functions relating to the maintenance of an inventory of the Nation's scientific personnel.

In a statement prepared for inclusion in the present report the Commissioner of Education has expressed the opinion that among the tasks which the Office of Education in future should be in a position to perform successfully are the following: (1) Maintenance of a repository of information on educational activities of all branches of Government; (2) maintenance of a continuous survey of American education; (3) conducting conferences on aspects of education of national concern; (4) preparation of reports and recommendations concerning governmental action relating to education; (5) administration of Federal grants to States for education, and of Federal educational programs operating through State, local, or institutional agencies; and (6) assistance to educators and to Government officials in solving educational problems relating to national defense.

(End of summary of Part 1).

B. Digest of Educational Issues Before the Congress

Within recent years numerous educational issues have arisen in Congress, and although many relevant bills have been enacted, unresolved questions and new problems have continued to produce large numbers of legislative proposals in this field.

Approximately 1,000 bills referring entirely to education or containing provisions concerning education were introduced in the Eighty-first Congress.[1] Some of the major proposals which were not enacted involve determination of Federal policies at the highest level, and adequate information upon which to base such policy decisions has not been assembled in all cases.

The Eighty-first Congress enacted legislation relating to (1) financing the current operation of schools in localities particularly affected by Federal activities, (2) providing for improved school facilities in these areas, (3) providing for State-wide surveys of school plant needs, (4) amending earlier provisions for veterans' education, (5) providing for the awarding of scholarships and fellowships for basic scientific research, (6) providing Federal loans to educational institutions for the construction of student and faculty housing, (7) making changes in appropriations for federally aided educational programs, (8) providing Federal funds for advance planning of public works, including schools, (9) making Federal provisions for social security optional for teachers, (10) providing for the deferment from military service of certain students, and (11) other educational matters.

Committee action or action by either the House or the Senate was taken on proposals relating to: (1) Federal aid to the States for elementary and secondary education in general, (2) assistance to professional schools in health fields, (3) establishment of a labor education extension program, (4) reorganization of the Government affecting the status of the Office of Education in the Federal structure,

[1] Count made in the Office of Education.

(5) public library service demonstrations, (6) vocational rehabilitation, (7) educational relations with foreign countries, and (8) other matters affecting education.

Following is a summary of some of the more outstanding educational issues of national importance. Most of these have received fairly recent congressional consideration but have been undecided or only partly resolved by the Congress. There is a reasonable expectation that revived or new legislative proposals relating to these matters will be introduced in Congress within the near future.

No attempt has been made by the writer to evaluate the relative importance of these issues. The order of their treatment in this report is based loosely upon such considerations as (1) their relative importance as indicated to some extent in several objective ways, and (2) the interrelationships of some of the major questions.

1. ESTABLISHMENT OF A COMPREHENSIVE POLICY AND ORGANIZATION FOR THE ADMINISTRATION OF FEDERAL EDUCATIONAL PROGRAMS

The extensiveness of Federal educational programs and the nature and number of legislative proposals concerning education recently introduced in Congress point to the need for the establishment of a comprehensive policy and organization for the administration of Federal educational programs. Several authoritative studies have set forth the need for a comprehensive policy and program of this kind. Investigation by the writer has revealed no evidence of controversy over the question of whether or not such a need exists. However, the question of what should constitute a comprehensive Federal policy and organization for education is of course highly controversial. Involved in the major problem of determining such a policy and organization is the question of the position and status of the central educational agency in the Federal structure.

In accordance with Public Law 162, approved July 7, 1947, the Commission on Organization of the Executive Branch of the Government (the Hoover Commission) examined the operation and organization of the executive functions and activities. In this investigation it had the assistance of various task forces which made studies of particular segments of the Government. The study of Federal Policy and Organization for Education was made by the Task Force on Public Welfare. The findings of this task force generally corroborated those of other authoritative groups which had made similar studies.

Among other observations the task force declared in substance: (1) that the Federal Government has no comprehensive policy or plan for the administration of its educational activities scattered throughout the governmental structure; (2) that the United States Office of Education has not been given adequate status and resources to assume leadership in Federal educational activities and coordinate and integrate the numerous Federal programs in this field; (3) that there are several agencies of the Government which have larger educational staffs, and greater educational resources than the Office of Education; (4) that, in general, the Federal Government has promoted only highly specialized fields within the curriculum, to the neglect of the total curricular needs of the country; and (5) that a danger to education lies in the uncontrolled spread of uncoordinated and specialized

educational functions over the Government without regard to effective over-all educational development. One of the recommendations of the task force is that the United States Office of Education be made an independent agency backed by a National Board of Education. The Hoover Commission as a whole, however, recommended the establishment of a new department containing the Office of Education and agencies administering social-security functions and Indian affairs. The Commission recommended that educational activities incidental to other types of programs should continue to be administered by the agencies whose functions these activities promote.

The status of the United States Office of Education would be affected by enactment of any one of a number of proposals which have been introduced in Congress within the last several years. These have included proposals to reorganize the Government or to authorize the President to put into effect reorganization plans, and proposals to establish the Office of Education as an independent agency.

No major legislative effort has been directed in recent years toward a comprehensive measure to consolidate the administration of Federal educational programs in the United States Office of Education. Some action was taken in this direction, however, by the Eighty-first Congress in Public Law 874. To a limited extent that legislation was focused upon the location of authority for the administration of federally supported educational programs. S. 656 introduced in the Eighty-first Congress proposed specifically to coordinate educational functions of the Federal Government in the United States Office of Education, but this bill was still in the Committee on Labor and Public Welfare when the Congress adjourned.

2. FEDERAL AID TO THE STATES FOR ELEMENTARY AND SECONDARY EDUCATION IN GENERAL

From the time of its inception the Federal Government has participated in the financing of public education in a number of ways, including, since 1917, direct support of agricultural and industrial education in the public schools. Over a period of about 30 years, bills proposing annual Federal appropriations to aid the States in meeting the general operating expenses of elementary and secondary schools have been introduced in the Congress in growing numbers. Within the last 10 years such bills have been favorably reported at intervals in the Senate. S. 472 (80th Cong.) passed the Senate by a vote of 58 to 22 on April 1, 1948, and S. 246 (81st Cong.) passed the Senate by a vote of 58 to 15 on May 5, 1949. Subcommittees of the House Committee on Education and Labor have held hearings upon and have favorably reported out bills similar to these, but none has ever been reported out of the full committee.

The general pattern of the legislative proposal which has emerged from the long consideration of the subject includes provisions for: (1) Federal aid to the States for the purpose of more nearly equalizing educational opportunity through public elementary and secondary schools; (2) funds to be allocated to the States on the basis of an objective formula; (3) funds to be used to guarantee a minimum or floor program of educational opportunity in elementary and secondary schools; and (4) funds to be administered, under State and local control of educational policy.

Particularly during and since World War II numerous organizations, agencies, and individuals have declared in substance that many of the Nation's schools are in dire need of additional financial support and that the Federal Government should appropriate funds more nearly to equalize educational opportunity throughout the country. Opposition on various grounds, but with emphasis upon the claim that such Federal action would lead to Federal control of education, has been sufficient to prevent enactment of this proposal to date.

During the Eightieth and Eighty-first Congresses, at least, congressional and public discussion of this issue revolved largely around the question of whether Federal funds should be made available to aid private and parochial as well as public schools. Other questions on which less decisive differences of opinion arose included the following: whether aid should be authorized for some or all of the States; what should be the method of allocating funds to the States; and what should be the nature and extent of safeguards for the educational welfare of children of different racial groups.

The issue of Federal aid to the States for elementary and secondary education has become perennial and undoubtedly will be further considered in the Congress.

3. ESTABLISHMENT OF A UNIVERSAL TRAINING PROGRAM

A national controversy over the question of establishing a universal training or universal military training program has been almost continous in the United States for many years.

The controversy has been many-sided, and considerable confusion has pervaded consideration of the question. Some prominent proponents of a universal training program have referred to it as having a strictly military purpose. Other proponents, equally as prominent, have spoken in terms of much more diffuse objectives, such as educational benefits other than military training, health improvement, and personality and character development for the Nation's youth. There has not been agreement as to whether these benefits would be concomitant to the military training or whether it would be a deterrent to their attainment.

President Truman has emphasized that the question is one of education or training and not conscription. In his message to Congress on October 23, 1945, at a time when the proposed program was being most widely discussed, the President said:

> Universal military training is not conscription * * * Trainees under this proposed legislation * * * would not be enrolled in any of the armed services. They would be civilians in training.

In reference to the proposed program, on November 15, 1945, Gen. Dwight D. Eisenhower said:

> The actual fighting elements of the Army are really a rather small proportion of the whole * * * I would say, except for the man who is the rifleman, the machine gunner, and the artilleryman in your system, the rest of them would finally have to go to institutions, either in the Army or in civilian life, where they would get a very intensive course.

Other prominent persons have since emphasized the educational nature of the issue.

Following are a few of the high lights bearing upon the history of proposals for a universal training program.

In 1940 President Roosevelt took several actions relating to provisions for a Government training and service program for youth. In that year the Congress enacted an administration proposal to train Civilian Conservation Corps enrollees for noncombatant military service, and gave the National Youth Administration an additional $32,500,000 for training youth in civilian occupations needed for national defense.

The Gurney-Wadsworth bill for 1 year of military service was introduced on February 11, 1943. No action was taken on this bill.

At a press conference on August 18, 1944, President Roosevelt presented the issue of a 1-year Government training program for youth as a question for public study. He indicated that the plan he had in mind was closer to the old Civilian Conservation Corps than to direct military training. Three months later (on November 17, 1944) Mr. Roosevelt said that he would urge congressional adoption of compulsory universal service for the country's youth. He countered questions concerning the degree to which such a system would involve military training.

On January 11, 1944, Chairman May of the House Committee on Military Affairs introduced H. R. 3947, a bill similar to the Gurney-Wadsworth bill of 1943. No action was taken on H. R. 3947.

A number of bills proposing a universal training program were introduced in 1945, including a new bill introduced by Committee Chairman May. In that year the Select Committee on Postwar Military Policy held extensive hearings and recommended a system of universal military training for the critical years ahead. Beginning in 1945 President Truman has at each session of Congress urged adoption of a universal training program.

In December 1946 President Truman appointed an Advisory Commission on Universal Training, which published a report in 1947 wholeheartedly in favor of universal military training. There were accusations from some quarters that the members of the Commission were known in advance to have been in favor of such training. When the question arose again in 1948 the Senate Committee on Armed Services held extensive hearings on the subject.

A number of bills proposing universal training or universal military training were introduced in the Eighty-first Congress. S. 4062, introduced by the chairman of the Senate Committee on Armed Services, proposed to establish a National Security Training Corps in which male citizens between the ages of 17 and 20 would be liable for training for 1 year or its equivalent, consisting of 6 months of basic training and an additional period in one of several alternative programs. Actual conduct of the training would be by Federal agencies, chiefly the branches of the Department of Defense, but including some civilian agencies. Standards, policies, and quotas for the corps would be determined by a National Security Training Commission consisting of two civilians and one member of the Armed Forces, appointed by the President and Senate.

The whole problem of a universal training program was restudied by the Armed Services Committee of Congress during the latter part of 1950. It is expected that new proposals for a universal training program will be considered early in the Eighty-second Congress.

4. FEDERAL AID TO INSTITUTIONS OF HIGHER EDUCATION IN GENERAL

From the very earliest period of American history, the Federal Government has given financial assistance to colleges and universities. With the passage of the Morrill Act of 1862 providing for the establishment of the land-grant colleges, the Federal Government initiated a policy of subsidizing specific areas of interest in higher education. These areas of interest have lain principally in the fields of agriculture, the mechanic arts, and the physical sciences.

The depression of the 1930's marked the beginning of a sharp increase in Federal funds for higher education, including funds for buildings for tax-supported institutions and work scholarships for needy students. During World War II the fiscal relationships between the Federal Government and the colleges and universities were further expanded to include contractual arrangements for the training of military and civilian personnel, for research, and for other specific wartime needs and services. Since World War II, Federal payments for the education of veterans and for other activities have met nearly half of the current expenses of most institutions of higher education.

As the program for the education of veterans declines, the colleges and universities are faced with grave financial problems. Various bills affecting Federal relations to higher education were introduced in the Eighty-first Congress. Specific information concerning some of the unresolved questions is given under the headings of other issues in higher education dealt with in this report. While enactment of any one of the several specific proposals would provide some form of direct or indirect Federal aid to colleges and universities, there would remain for consideration the question of an integrated program of Federal aid to institutions of higher education in general. The President's Commission on Higher Education has urged development of a sound pattern of continuing Federal support for the Nation's colleges and universities.

5. PROPOSED NATIONAL SCHOLARSHIP AND FELLOWSHIP PROGRAM

The Government of the United States supports no permanent system of general scholarships similar to those financed by some foreign governments for students at domestic institutions of higher education. Existing scholarship and fellowship programs financed by the United States Government for training at institutions of higher education in this country were established for the benefit of a special group, such as veterans, or for training principally in scientific fields.

The establishment of a broad, general program of federally financed scholarships in the United States has been recommended by the President's Commission on Higher Education, by the Task Force on Public Welfare of the Commission on Organization of the Government (the Hoover Commission), by the President's Scientific Research Board, by the Federal Security Agency, and by other agencies, organizations, and individuals. As a whole, the recommendations have been for a program providing for study in all branches of knowledge rather than in only a few specialized fields, and for all classes of persons rather than for only certain groups. In several messages to Congress, President Truman has urged enactment of a Federal program of general scholarships and fellowships.

Over 30 bills and joint resolutions containing provisions for scholarships, fellowships, or other forms of Federal aid to students were introduced in the Eighty-first Congress. Action was taken on some of these proposals, and several became law. Senate Joint Resolution 3 was approved August 24, 1949 (Public Law 265). S. 247, the National Science Foundation Act, was approved by the President on May 10, 1950 (Public Law 507). H. R. 5731 was approved on September 29, 1950 (Public Law 861).

The aid to students provided under these laws is very limited. None of these acts provides for a broad program of general scholarships and fellowships such as has been recommended by the President's Commission on Higher Education, by other organizations and agencies, and by President Truman. Identical bills proposing a program of this kind were introduced in August 1950 by the chairmen of the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor. S. 3996 and H. R. 9429 (the Student Aid Act of 1950), proposing to establish a program of scholarships and loans for undergraduate students, and authorizing an appropriation of $15,000,000 for the purpose for the fiscal year ending June 30, 1952, were in committee in the Senate and the House, respectively, when the Congress adjourned

6. REORGANIZATION AND EXPANSION OF THE RESERVE OFFICERS' TRAINING CORPS

On June 29, 1950, the Secretary of Defense sent the chairmen of the House and Senate Committees on Armed Services copies of proposed legislation to provide for a "Reserve Officers' Training Corps, and for other purposes." The Secretary of Defense recommended that the draft bill be enacted into law.

This legislative proposal was originally developed on the basis of and as a result of the recommendations of the Committee on Civilian Components of the Office of the Secretary of Defense.

The bill was designed to provide a single statutory basis for the ROTC programs of all the armed services; to restore equality of benefits and obligations as between the ROTC students of the three services; to effect certain changes in the administration of the statutes governing the ROTC; and generally to strengthen and improve the ROTC.

The draft bill was cleared by the Bureau of the Budget late in June 1950, and was introduced in the Senate (as S. 3846) on June 29, and in the House (as H. R. 9019) on June 30, 1950, by the chairmen, respectively, of the Senate and House Committees on Armed Services. No committee hearings were held on the proposal during the Eighty-first Congress. Relative to the cost of the proposed program, the Secretary of Defense said in his letter of June 29, 1950:

> The ultimate fiscal effect of this proposed legislation will be influenced by several factors which are difficult to evaluate accurately at this time. On the basis of the present strength and needs of the three services if the programs were fully implemented, it is estimated that the annual cost of the programs authorized by the bill would level off at approximately $111,917,000 in the fiscal year 1959. If the enabling legislation is enacted in time to provide a complete implementation of the programs during fiscal year 1951, it is estimated that the cost of such programs would be approximately $75,548,000. This compares with the present appropriations for fiscal year 1950 for the current Reserve Officers' Training Corps programs of $47,388,000.

In conformity with provisions of the letter from the Bureau of the Budget clearing the ROTC bill, action has been initiated for coordinate consideration by several Federal agencies of certain procedures and administrative matters under the proposed ROTC bill and under such comparable legislative proposals as the student-aid bill sponsored by the Federal Security Agency. The objective is to provide for coordinated processes for the selection of students, and to prevent undue competition among the various programs. The agencies concerned are the National Security Resources Board, the Selective Service System, the Atomic Energy Commission, the Office of Education (Federal Security Agency), and the three departments of the Department of Defense. Regarding this matter, the Secretary of Defense said in his letter of June 27, 1950:

> In connection with the proposed legislation, it is appropriate to note an interrelationship between it and a program for aid to students to engage in higher education being sponsored by the Federal Security Agency. While the ends to be served by these legislative proposals are different, both are concerned with Federal assistance to individuals seeking a college education, and the two programs should not be competitive. To assure this, the President has directed all executive agencies that might be concerned with the administration of these programs to work together in developing consistent policies for the administration of such Federal scholarship authorizations. Steps to accomplish this have already been initiated, and I can assure you that the Department of Defense will furnish full cooperation to the other interested Federal agencies in working out and agreeing upon administrative arrangements to eliminate potential conflicts among the various programs.

7. ESTABLISHMENT OF A LONG-RANGE PROGRAM OF FEDERAL PARTICIPATION IN FINANCING PUBLIC SCHOOL CONSTRUCTION

During the depression of the 1930's and the period of World War II the Federal Government contributed altogether nearly a billion dollars to the cost of construction and improvement of public school buildings. While the depression aid was extended over the whole country, throughout the war period Federal funds were provided only to those areas which had experienced a large influx of military personnel and war workers. The number and nature of pertinent bills introduced in the Congress during the decade 1938 to 1948 indicate that there was considerable interest in extending the scope of Federal aid for school construction during that period. During 1949 and early 1950 the Senate Committee on Labor and Public Welfare, the Council of State Governments, the Office of Education, and other agencies issued reports showing that there is a serious shortage of school buildings in many parts of the country due to the wartime deferment of construction and large increase in school-age population.

Not counting measures which would provide only for long-range planning, about 50 bills proposing Federal financial assistance toward the provision of public school facilities were introduced in the Eighty-first Congress. In June 1949 a subcommittee of the Senate Committee on Labor and Public Welfare held hearings on a number of these bills and afterward prepared a composite bill which was introduced as S. 2317. An amended version of this bill passed the Senate on October 17, 1949. The next day it was referred to the House Committee on Education and Labor. From March 28 to April 5, 1950, a subcommittee of that committee held hearings on school-construction bills. On August 7, 1950, the full committee reported

out S. 2317, which passed the House, amended, on August 22. A conference report was agreed upon, and the final form of the measure was approved by the President on September 23 (Public Law 815).

Title I of this act authorizes a Federal appropriation of $3,000,000, to be matched 50–50 by the States, for a survey of school plant needs in relation to State and local ability to meet these needs. Title II authorizes Federal aid to school construction during the next 3 years in areas adversely affected by Federal activities and on some Federal properties.

The enactment of Public Law 815 was in part a response to the demand for extensive and accurate information upon which to base future consideration of proposals to establish a long-range program of Federal aid to the States for school construction. Such a program was contained in S. 2317 in its original form. The findings of the survey for which Public Law 815 provides will help to determine the extent of Federal responsibility in this area.

The pressure of mounting school enrollments may be expected to produce a flow of proposals for a comprehensive, long-range program of Federal aid to school construction during the Eighty-second Congress.

8. ESTABLISHMENT OF A LABOR EDUCATION EXTENSION SERVICE

Legislation has been introduced in several Congresses to establish for nonagricultural workers, organized and unorganized, the same type of educational service which has been extended to the agricultural population of the United States since 1862 through the land-grant colleges and Agricultural Extension Service. Extension teaching and short comprehensive institutes on campuses would be the principal means for providing these educational services, the classes being designed to meet specific needs of the workers. These range from a fundamental course in citizenship to instruction in parliamentary procedure for new union officers, or a survey of Government arbitration facilities for grievance committee members.

Nearly all of the bills aimed at providing assistance in the extension of such educational services to workers have proposed to do so through the use of Federal-State grants-in-aid to educational institutions for an extension program of the nature described. These bills have placed over-all administration in the Secretary of Labor, with the main responsibility, as well as initiation of the actual educational programs, being at the local level. However, some of the bills introduced—namely, H. R. 3785 and 6806, of the Eighty-first Congress—instead of using this grant-in-aid system, have proposed to provide for a completely federally operated program conducted through regional offices of the Department of Labor under the supervision of a bureau created to administer the program.

In general, the testimony at the hearings on these bills has raised three main questions. These are: (1) whether there is a need for such a Nation-wide labor-extension service for industrial workers; (2) assuming such a service is necessary and desirable, whether the Federal Government should expend funds for such a purpose; and (3) assuming such Federal financial assistance is desirable, whether it should be extended through the grant-in-aid system or through a wholly federally operated service.

The first labor extension-service bills were introduced in 1946 (79th Cong.), but were never reported from their respective committees.

Revised bills were introduced in 1947 (80th Cong.) under bipartisan sponsorship. Hearings were held on S. 1390 by a subcommittee of the Senate Committee on Labor and Public Welfare, in February 1948, and an amendment in the nature of a substitute was reported favorably by the committee on May 17, 1948. No further action was taken.

However, the Department of Labor received $34,000 in its 1947 appropriation for the preparation of materials for labor education, and established a Workers' Education Unit in the Division of Labor Standards. The unit was eliminated by the 1948 appropriation bill.

In the Eighty-first Congress, several bills were again introduced to establish a labor extension service—S. 110, and H. R. 61, 875, 1339, 1380, 1511, 1736, 2521, 2565, 2973, 3096, 3378, 3764, 3785, 3789, 5259, and 6806. The Senate Committee on Labor and Public Welfare held no hearings on S. 110 but reported the bill favorably without amendment on March 4, 1949. No further action was taken on this bill. A special subcommittee of the House Committee on Education and Labor held hearings on the House bills in July 1949, but no bill was reported from the full committee.

The expressed desire of federated labor organizations for the establishment of a labor-education extension service sponsored by the Federal Government may be expected to stimulate the introduction in Congress of new legislative proposals for a service of this kind. Establishment of such a service was favored in the Democratic Party platform of 1948 and recommended by the President in his state of the Union message to Congress in January 1950.

9. EXTENSION OF FEDERAL PROVISIONS FOR VETERANS' EDUCATION

Public Law 178, Sixty-fifth Congress, approved June 27, 1918, established provisions for vocational training of veterans of World War I at Federal expense. The purpose of this act was to give every honorably discharged veteran of World War I who, because of service-incurred disabilities, was unable to follow his prewar occupation, the opportunity to learn another at Government expense. Under this act, which was subsequently amended, a total of 329,969 veterans applied for training, of whom 179,519 actually entered training and 128,747 satisfactorily completed prescribed courses.

Training for veterans of World War II is based upon two acts of the Seventy-eighth Congress: Public Law 346, the Servicemen's Readjustment Act, and Public Law 16, the Vocational Rehabilitation Act.

Public Law 16 provides for the vocational rehabilitation of disabled veterans to restore employability lost because of service-incurred, compensable disability. Up to September 1950 a total of 449,273 veterans had received some training under this act.

The Servicemen's Readjustment Act, often referred to as the "GI bill," originally provided education or training up to 1 year for practically every veteran and made additional training available for veterans whose education or training had been impaired, delayed, interrupted, or interfered with by reason of entrance into service. This

provision, as well as several others in the law, was liberalized in an amendment on December 28, 1945, which removed the limitation on education or training beyond 1 year for persons whose education or training had not been impaired, delayed, or interfered with by reason of entrance into service. The act has been further amended several times—increasing subsistence allowances in certain cases and providing legislative solutions to problems that have arisen in other cases. Up to September 1950 a total of 5,772,280 veterans had received some training under this act.

In his budget message for 1951, the President stated that there was some question whether some of the training being received by veterans under the Servicemen's Readjustment Act was conforming to the original sound objectives of the law. He asked the Administrator of Veterans' Affairs and the Director of the Bureau of the Budget to study the situation and to recommend any corrective measures which should be taken to assure that expenditures for this program would yield a proper return both to the veterans and to the Nation as a whole. This report was transmitted to the President, who sent it to the Congress on February 13, 1950. A Veterans' Administration report on this subject was also sent to the Congress on January 25, 1950.

The Eighty-first Congress enacted several measures affecting educational benefits for veterans and educational institutions providing training for veterans. Relevant legislation by the Eighty-first Congress included Public Law No. 266, containing restrictions on educational benefits; Public Law No. 456, concerning training and research in medicine and surgery; Public Law No. 571, concerning the cost of teaching personnel and supplies; Public Law No. 610, relating to the regulation of schools offering veterans training, and Public Law No. 894, extending the provisions of Public Law 16, Seventy-eighth Congress.

A number of additional proposals (expressed in at least 30 bills) concerning veterans' education were introduced but not enacted in the Eighty-first Congress. These proposals related principally to (1) extending the time for entering and receiving training under the existing laws, and (2) establishing new provisions for the education of veterans of the Korean hostilities. Expressed interest of Members of Congress and of veterans' organizations in these proposals indicates the probability that some of them will be further considered in Congress.

10. FEDERAL AID SPECIFICALLY TO MEDICAL EDUCATION

Shortage of physicians, dentists, nurses, and other health personnel have been noted in the Congress on a number of occasions in recent years. During World War II some students received medical training at Federal expense under the ASTP and V12 programs. A major legislative proposal for Federal aid to medical education in peacetime was introduced in the Eightieth Congress. The bill (S. 2588) would have authorized Federal grants and scholarships in this field. No action was taken either on that proposal or on any one of several others including provision for grants-in-aid to medical education introduced in the Eightieth Congress.

In the Eighty-first Congress a number of bills proposing Federal aid to medical education were introduced. These included proposals for assistance to students, aid for construction and equipment of medical

colleges, and omnibus bills providing broad grants-in-aid. Hearings on these proposals were held by committees of both House and Senate during the first session.

In the Senate, S. 1453 was reported from the Committee on Labor and Public Welfare on August 3, 1949, and was passed by a voice vote on the floor on September 23, 1949. The House Committee on Interstate and Foreign Commerce reported H. R. 5940 on October 11, 1949, but the measure did not reach the floor. A subcommittee of the House Committee afterward held a number of executive sessions to consider proposed amendments.

The Senate and House bills were similar in substance, both providing for Federal grants to schools on the basis of specified amounts per student enrolled, with additional payments for expanded enrollments. In addition, both bills would have made limited provision for grants to schools for costs of construction and for scholarships in those professional categories in which the number of qualified applicants is insufficient to assure enrollments up to the full capacity of the schools.

A newer bill, H. R. 9508, proposing Federal assistance for schools of medicine, dentistry, nursing, and public health, was introduced on August 23, 1950. This bill remained in committee in the House when the Congress adjourned.

Because of the growing military and civilian needs for trained medical and health personnel, and for other reasons, it appears probable that the Congress will soon consider new proposals for Federal aid specifically to medical education.

11. FEDERAL PROVISION FOR PUBLIC LIBRARY SERVICE DEMONSTRATIONS

In 1946 bills were first introduced in Congress proposing to provide Federal aid to State library agencies for the purpose of demonstrating effective public library services. The bills proposed that in each State at least one such demonstration should be made, and that all the demonstrations should be carriedout in localities having inadequate or no library services.

The demonstrations were designed to show to the residents of a locality, over a period of time, (1) how books, magazines, and other library materials could be made available over an area at low cost, (2) why it is essential that libraries be serviced by trained librarians, (3) how public libraries are controlled by citizens through boards of trustees, (4) how public library services can be permanently sustained by taxation spread over an area large enough to keep the cost reasonably low, (5) how the cost of library services to a community can be predetermined, and (6) what pleasures and profits can be obtained from ready access to books, periodicals, and other library materials.

The plan for library service demonstrations has been predicated upon two assumptions: First, it has been considered probable that the localities shown the value of public library services would thereafter continue to support such services from local taxes. Second, it has been assumed that the States as a whole would profit from the experience in techniques learned from the demonstrations.

In the Seventy-ninth Congress, library demonstration bills were favorably reported in both Houses. In the Eightieth Congress a bill proposing library demonstrations passed the Senate. This bill was favorably reported by a subcommittee of the House Committee on

Education and Labor but was never reported out of the full committee. A similar bill, S. 130, was favorably reported in the Eighty-first Congress on January 24, 1949, but failed to pass on the Senate Consent Calendar. The companion measure, H. R. 874, after 5 hours of debate, was defeated in the House by a vote of 164 to 161.

The organization which has been most active in supporting these bills—namely, the American Library Association—has announced plans for a new library service demonstration bill somewhat different from the earlier proposals.

12. PROPOSED EXTENSION OF THE SCOPE OF VOCATIONAL REHABILITATION

The Federal Government has participated in the rehabilitation, including training, of disabled civilians (other than veterans) since the enactment of Public Law 236 by the Sixty-sixth Congress in 1920. This law provided for Federal matching of State funds for the rehabilitation of industrially injured persons. Significant legislative developments affecting this program since 1920 have included the passage of the Social Security Act in 1935, the Randolph-Sheppard Act in 1936, and the Barden-La Follette Act (Public Law 113, 78th Cong.) in 1943.

The present basic Rehabilitation Act, Public Law 113, provides for Federal assistance to States having approved plans for the vocational rehabilitation of injured persons. The law authorizes Federal reimbursement of all administrative guidance and placement costs and 50 percent of the cost of services to individuals, which include medical diagnosis and treatment, hospitalization, vocational training, and occupational tools and equipment. Services are limited to "employable" handicapped persons.

Efforts of various individuals and groups to secure additional Federal legislation affecting vocational rehabilitation have been almost constant since the passage of the Barden-La Follette Act. During the second session of the Seventy-ninth Congress a subcommittee of the House Committee on Labor held hearings on H. R. 5206, but a bill was not reported by that committee.

Several bills on vocational rehabilitation of the physically handicapped were introduced in the Eighty-first Congress. In June 1949 a special subcommittee of the House Committee on Education and Labor conducted hearings on H. R. 3095, H. R. 5370, and H. R. 5577. The subcommittee reported these bills to the full committee without recommendations. No action was taken by the full committee.

In May 1950 a subcommittee of the Senate Committee on Labor and Public Welfare conducted hearings on S. 1066, S. 2273, and S. 3465. Following the hearings a committee bill, S. 4051, was introduced, was reported by the full committee on August 11, and was passed by the Senate on September 13. This bill proposed to strengthen and expand the present program in several ways, two of which would be the addition of a specialized adjustment training service for the blind, and grants and scholarships for the training of professional personnel.

Hearings before the House and Senate committees have focused attention on a number of issues including the following: (1) What technical amendments to Public Law 113 are needed, if any, to enable the States to carry out the original intent of Congress when the law was enacted? (2) In the light of recent developments, what new programs should be established by Congress, if any, to extend rehabilita-

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tion to disabled persons not now receiving services? (3) Does the present method of financing the Federal-State rehabilitation program need revision? (4) Would handicapped persons benefit from a change in the administering agencies at the Federal or State level?

These questions remain to be resolved by the Congress in additional legislation.

13. ADEQUATE FEDERAL APPROPRIATIONS IN AID TO OPERATION OF SCHOOLS IN AREAS PARTICULARLY AFFECTED BY FEDERAL ACTIVITIES

Public Law 874, Eighty-first Congress, declared it to be a policy of the United States Government to provide financial assistance to those local educational agencies upon which the Federal Government has placed financial burdens by reason of the fact that—

(1) The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the Federal Government; or

(2) Such agencies provide education for children residing on Federal property; or

(3) Such agencies provide education for children whose parents are employed on Federal property; or

(4) There has been a sudden and substantial increase in school attendance as the result of Federal activities.

For a number of years previous to enactment of this law the problem of providing for the education of children now affected by it had been increasing in magnitude and complexity. As authorized by earlier legislation the Federal agencies concerned had been making various attempts at a partial solution. There were marked inconsistencies in the legislative provisions and in arrangements made by Federal agencies to meet various aspects of the problem. The parents or guardians of many children affected had been required to pay tuition to meet in part the cost of their schooling. For many other children involved there were no provisions for education at public expense.

Officials of some influential national organizations have expressed the opinion that the legislation enacted by the Eighty-first Congress dealing with this problem is aimed in the right direction, but that funds made available under this legislation are inadequate to meet the needs. It is apparent that the Congress will receive requests from several quarters to increase markedly its appropriations for the authorized program. Whether minor legislative adjustments will be needed as a result of experience in applying the provisions of Public Law 874 remains to be seen.

At the end of the 3-year period of assistance authorized for maintenance and operation purposes in Public Law 874, the question of extending the program may be expected to arise unless in the meantime the needs of the affected districts are merged in a Nation-wide program of Federal aid for elementary and secondary schools.

14. PROPOSED CHANGES IN THE ADMINISTRATION OF THE SCHOOL LUNCH PROGRAM

Federal participation in the provision of school lunches began in 1933. In that year the Reconstruction Finance Corporation made loans to several communities in Missouri to pay labor costs of prepar-

ing and serving lunches. By the end of 1934 the Civil Works Administration and the Federal Emergency Relief Administration were providing this type of assistance in 39 States. Later the Work Projects Administration and the National Youth Administration furnished both labor and trained management personnel for lunchroom operations. Following enactment of Public Law 320, Seventy-fourth Congress, in August 1935, the Federal Surplus Commodities Corporation purchased commodities under surplus removal operations and donated them to State agencies for distribution to nonprofit school-lunch programs. By March 1942, 6,000,000 children were benefiting from these programs.

In June 1946 the National School Lunch Act was passed. This act provides for a school lunch grant-in-aid program administered by the United States Department of Agriculture with the cooperation of State departments of education. The program is designed to improve the health of the Nation's school children and to increase the domestic consumption of nutritious agricultural commodities and other foods. These purposes are carried out by the provision of Federal funds to assist in the procurement of food for school-lunch programs. Besides authorizing this activity, the act provides for the direct distribution to the schools of food acquired under surplus removal programs, and also authorizes the direct purchase by the Department of Agriculture of foods which would improve the quality of lunches served. For the fiscal year 1951 the Congress appropriated $83,500,000 for the school-lunch program from which about 8,200,000 children will benefit during the year.

For a number of reasons set forth in its report, the Task Force on Public Welfare of the Commission on Organization of the Executive Branch of the Government (the "Hoover Commission") recommended in 1949 that the primary responsibility for the administration of the National School Lunch Act be transferred from the Department of Agriculture to the Office of Education. A proposal included in S. 656, which was introduced in the Eighty-first Congress but was not reported out of the Committee on Labor and Public Welfare, would, if enacted, effect this transfer. The proposal embodied in H. R. 9313, Eighty-first Congress, which was passed by the House on August 22 and reported in the Senate September 15, 1950, also would, if enacted, affect the administration of the school-lunch program. This measure would permit the Commodity Credit Corporation to pay repackaging and transportation costs on commodities made available for distribution to the schools. Presently the schools receiving such commodities for use in lunches for their pupils must pay the repackaging and transportation costs from warehouses.

15. CONGRESSIONAL APPROVAL OF INTERSTATE COMPACTS FOR REGIONAL EDUCATION

In October 1947 the governors of the Southern States, in conference assembled, agreed upon a joint effort to solve certain common problems in higher education. Early in 1948 they established a regional council for education to carry out plans for pooling the strength and marshaling the facilities of the Southern States in a cooperative educational program. With the official sanction of 12 States, the South's regional education program, worked out by the council, is functioning with the

cooperation of a number of institutions of higher education. Participating institutions in each of the cooperating States have agreed to provide certain courses offered at those institutions to students in other cooperating States in which such courses are not available to them. Interest in the program has developed in other regions, at least two of which are considering similar action.

The southern program went into operation in the fall of 1949 with provisions for cooperation among the States in medical, dental, and veterinary training. For the first semester 207 white and 181 Negro students enrolled for courses desired at out-of-State institutions, without being required to pay tuition fees usually charged students from other States. The program does not affect present segregation policies in the South, as it provides for attendance of white and Negro students at institutions for whites and Negroes, respectively, or at institutions admitting students of both races.

On May 4, 1948, the United States House of Representatives, by a vote of 235 to 45 passed House Joint Resolution 334, designed to give the approval of Congress to the compact on regional education. A companion measure, Senate Joint Resolution 191, introduced by 28 Senators, after protracted debate was recommitted to the Judiciary Committee for further consideration. No further action relative to regional education has been taken in either House.

In the meantime the regional program in the South is being operated under the assumption that the interstate compacts upon which the program is based are constitutional. However, should the question of the constitutionality of these compacts be contested in the courts, a decision might be reached that action such as has already been considered in the Congress would be necessary to authorize the compacts.

16. OTHER EDUCATIONAL ISSUES

Educational issues which are less developed than those already enumerated but which will probably sooner or later receive congressional consideration or reconsideration include several relating to institutions of higher education, namely:

Policy on scientific research contracts in educational institutions

The National Science Foundation established by the Eighty-first Congress—

> is authorized and directed to develop and encourage the pursuit of a national policy for the promotion of basic research and education in the sciences.

In this connection it becomes important to reassess the present practices of Government agencies which place research contracts with educational institutions.

Concern has been expressed in some quarters that these practices have tended to concentrate research projects in a relatively few colleges and universities with the result that scientific staffs have been drawn away from the smaller and less-favored institutions. Whether such concentrations are in the long-term national interest or whether the national interest would be better served by a strengthening of many institutions in all parts of the country are questions involved in congressional consideration of Federal policies.

Extension of contractual research in educational institutions to the field of research in education

With the annual expenditure of billions of dollars in public funds for the purposes of education, the field of research in education is to a large extent undeveloped. Discussions in educational circles would indicate that the issue of extending Federal research contractual arrangements to the field of education may be raised in Congress.

Federal participation in the development of community colleges

The President in his budget message to the second session of the Eighty-first Congress referred to the development of community institutions for the purpose of permitting large numbers of young people and adults—

> to continue their education beyond high school in order to prepare for entrance to professional schools, to receive additional technical or vocational training or to round out their general education.

The President asked the Federal Security Administrator—

> to make a comprehensive study of this development in order to determine whether the Federal Government might appropriately take any action to encourage the States and localities to establish and expand "community colleges."

The implementation of such a study may result in proposals for the consideration of the Congress.

Federal aid to higher education for the purpose of college building construction

The Eighty-first Congress enacted legislation providing for loans to colleges and universities for the purpose of constructing student and faculty housing facilities. The question of Federal aid for the construction of instructional buildings for colleges and universities may come into the picture as part of proposals for establishing a program of general aid to higher educational institutions.

C. Historical Review of Federal Educational Activities

A complete history of the educational activities of the Federal Government would be voluminous. The following historical sketch emphasizes certain developments and programs of significance in the evolution of Federal policies in this field. Other programs, lightly touched upon or not mentioned in this account, may have interesting historical backgrounds and current importance. A detailed study of current educational activities of Federal agencies is reported in parts III and IV of this report.

For the purpose of this historical account, certain Federal educational programs are discussed together under descriptive subject headings. However, these headings are not mutually exclusive and some of the programs relate to more than one of them.

1. INITIAL POLICY

From its inception the Federal Government has engaged in two types of educational activities: (1) Financing and administering its own educational programs, and (2) aiding the States and Territories in financing and otherwise promoting education. Federal activities in both of these categories antedate the Constitution. Other Federal

operations in the field of education, such as entering into contractual arrangements with colleges and universities for the provision of educational services, have developed relatively recently.

Apparently the Federal Government's own educational pursuits began with the instruction of men in the military service. The educational program of the Army extends back to the Von Steuben regulations of 1779. These regulations established the fundamental principle that—

> The commanding officer of each regiment is to be answerable for the general instruction of the regiment.

Action by the Federal Government in support of education in the Territories and States began as early as 1785. In that year an ordinance adopted by the Congress of the Confederation for the Disposal of Public Lands in the Western Territory reserved one section of every township for the endowment of schools within that township. Two years later, in the ordinance of 1787 providing for the government of the Northwest Territory, the Congress made the clear declaration of policy that—

> religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

In certain contracts for the sale of public lands in 1787 and 1788, the Congress again set aside lands for the support of schools and universities.

2. CONSTITUTIONAL AUTHORITY

A Nation-wide system of publicly controlled, nonsectarian schools and institutions of higher education was at the time of the framing of the Constitution only a distant hope of a few statesmen and reformers. Education was then regarded almost universally as being a matter for church control; and since in America there was no established national church, it would probably have been impossible to obtain agreement on constitutional provisions for the administration of education by the Federal Government. Although it appears that at one time during the Constitutional Convention control over education was included in a list of specific powers being considered for assignment to the Federal Government, the duty of administering education was among those items later deleted from the list. Because of the question of church control, and also because provision for education in the States varied markedly, the deletion was probably made to avoid raising a bitter and unresolvable controversy at a time when there was great difficulty in obtaining agreement on other important and inescapable issues.

Apparently some of the delegates to the Constitutional Convention considered that the Federal Government was assigned the responsibility for promoting education under the "general welfare" clause of the Constitution. Alexander Hamilton expressed that opinion in 1791. Presidents Jefferson in 1806 and Madison in 1817 urged a constitutional amendment specifically giving the Federal Government control over education.

Since such an amendment was never adopted, and since the Constitution provided that powers not delegated to the Federal Government were reserved to the States, public education as it slowly developed during the nineteenth century came under their control.

Thus the United States, instead of acquiring a national system of education such as exists in most other countries, acquired as many systems as there are States and organized Territories. However, under its constitutional powers to tax and appropriate for the general welfare, the Federal Government has played an increasingly important role in education as it has become more and more important to the security and progress of the Nation as a whole.

Several decisions of the Supreme Court have held that Congress has power to promote the general welfare through the disbursement of public moneys and the grant of aid to the States.[2] Although public education in the United States has developed under State rather than Federal control, interpretations of the Constitution which have been made by the Supreme Court apparently would sanction any Federal activity in education which could be shown to be in the interest of the national welfare.

A number of clauses in the Constitution other than the "general welfare" clause have also served as warrants and guides for the development of Federal educational programs.[3]

3. EARLY GRANTS TO STATES

Most of the States that have been admitted to the Union since 1789 were first organized as Territories. In organizing each of these Territories the Congress established school systems which were taken over by the States. Thus the Federal Government became the founder of the public-school systems in most of the States.

In 1802 the Congress took definite action in continuation of the general policy in support of education initiated 17 years earlier by the Congress of the Confederation. With the admission of Ohio to the Union in 1802, Congress began setting aside lands for school support at the time of admission of a State. As other States formed from the public domain were admitted, the grants of sections in townships for schools were continued. New States also received lands for the endowment of academies and universities. Occasionally since 1803 Federal lands have been granted to specifically designated educational institutions.

Early grants by the Congress to the 30 public-land States for common schools aggregated an area about 10 times as large as the State of Maryland. In addition the Congress granted these States other lands used by many in whole or in part for the support of schools, amounting to over 76,000,000 acres.

During the first half of the nineteenth century the Congress also provided certain monetary grants to States which were frequently used to support education. These monetary grants were derived principally from the sale of public lands.

Except for the few grants to specific institutions, the land and monetary grants were for education in general. The Congress did not define the kind of education to be provided nor attempt to influence the service of the school systems and educational institutions supported in the States. The income from these grants is now mostly depleted but is still considerable in a few of the States.

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[2] *Massachusetts* v. *Mellon* and *Frothingham* v. *Mellon*, 262 U. S. 447; *U. S.* v. *Butler*, 297 U. S. 65, 66; *Helvering* v. *Davis* 301 U. S. 904.

[3] A list and discussion of such provisions of the Constitution is contained in the Congressional Digest, February 1944.

4. EDUCATION FOR NATIONAL DEFENSE AND WAR

Following are some of the high lights in the history of educational activities in the several branches of the Armed Forces, and a short account of Federal activities in the education of civilians for wartime occupations.

(a) The Army's educational programs

It has been pointed out that the Federal Government's own educational activities, as distinguished from Federal aid to the States for education, apparently began with the training of military personnel. The "general instruction" provided in the Army under the Von Steuben regulations of 1779 may have included little more than the principles of military drill and tactics. However, the need for the broader education of officers, particularly engineers, led to the establishment of the Military Academy at West Point as early as 1802. The Artillery Corps for Instruction, assembled at Fort Monroe, Va., in 1824, was the first of the special service schools later established by all the major services of the Army for the training of officers.

A broadening of the education of enlisted men occurred in 1835 when Army regulations first stated that—

> Commanding officers of all regiments and corps ought to encourage, by every means within their power, all sorts of useful occupations and manly exercises and diversions amongst their men.

An act of July 1866 marked the beginning of the long-lived post school system for enlisted men. It provided that—

> Whenever troops are serving at any post, garrison, or permanent camp, there shal be established a school where all men may be provided with instructions in the common English branches of education, and especially in the history of the United States.

The Morrill Act of 1862 (establishing the system of land-grant colleges) and an act of September 26, 1888 (permitting the detail of Army and Navy officers to established military institutes), founded the system of military education within civil institutions, which became the largest source of Reserve-officer supply in the United States.

In 1891, War Department General Order No. 80 launched the system of troop schools for officers. The Army Medical School in Washington was established in 1893, and the Army War College in 1901. By that year military education in the United States was being carried out in the Military Academy, post schools, garrison schools, seven special service schools, the Army Staff College at Fort Leavenworth, the Army War College, and the military departments of civil institutions.

From 1901 to 1920 there was considerable expansion in the number of special service schools and in the variety of curricula. The National Defense Act of 1916, as amended in 1920, established the Reserve Officers' Training Corps at 4-year universities and colleges to "qualify students for positions of leadership in time of national emergency." Establishment of the ROTC marked a new policy in Federal activities in education, involving close working relationships with civil educational institutions.

By 1939 the Army educational system for precommission schooling consisted of the Military Academy, the ROTC, trainees under the Thompson Act of August 30, 1935, the Air Corps schools, and Citi-

zens' Military Training Camps. The schooling of commissioned officers was carried on by troop schools, 20 special service schools (with provisions also for enlisted personnel), and 3 general service schools which also carried out an extensive correspondence-school program.

The entrance of the United States into World War II brought about a number of changes in the whole Army education system. The Army specialized-training program, "the largest university on the face of the earth," by 1943 was established on more than 300 campuses extending from coast to coast of the United States. Under this program thousands of soldiers, many of whom would never have been able to go to college in civilian life, were sent to the best universities in the country.

In an address before the National Institute on Education and the War during World War II, Gen. Brehon B. Somervell, commanding officer of the Services of Supply of the United States Army, said: "Education is the backbone of an army. This was never more true than it is today—now."

Exigent requirements for training combat soldiers necessitated curtailment of the Army specialized-training program in March 1944. Medical and dental trainees and a few in highly critical fields were kept in this program. All training under this program was ended by June 1946.

During the period 1940–44, 12 additional service schools were established. Of these, the Ordnance, Adjutant General's, Armored, Counter-Intelligence, Army Security Agency (redesignated), and the Provost Marshal General's were destined to become permanent additions to the service school system.

During 1945, a language and area program for career personnel was established, the United States Armed Forces Institute became a regular establishment, and the Army education program was initiated. The last named is a voluntary, off-duty program providing educational opportunities for all career and active-duty personnel.

During 1946, the Army school system, augmented by several new schools and reflecting lessons learned in World War II, was placed on a peacetime basis. This involved essential lengthening of both officer and enlisted courses to meet the needs of career service. Studies, both long-range and specific purpose, were undertaken for the purpose of keeping schools abreast of the times and affecting developments. The Army Information, Strategic Intelligence, Counter-Intelligence, and Army Security Agency schools were established. The Army Industrial College (1924) was designated Industrial College of the Armed Forces, and the National War College was chartered. These schools, under the Joint Chiefs of Staff, took over the facilities of the old Army War College (1902–41) at Fort McNair, Washington, D. C. (The Department of the Army is charged with the administration and fiscal maintenance of both schools.) Other events during the year were the reinstitution of the Army ROTC program (operation of which had been suspended in 1943), resumption of the training of military personnel in civilian educational, medical, and industrial institutions, announcement of the Surgeon General's various personnel procurement programs involving subsidization of formal professional education, internship, and residency (postgraduate medical specialization), and the establishment of the reorientation program, stemming from

the Potsdam Proclamation and the United States initial postsurrender policy for Japan, involving reeducation of the Japanese and Ryukyuan peoples along democratic lines.

The year 1947 saw the beginning of the Army's new program for the education of dependents. In 1948, Congress (in Public Law 670) further amended section 127a, National Defense Act of 1916, enabling the Army to undertake, on a strict requirements basis, a more extensive utilization of the resources of civilian institutions for advanced academic training of selected personnel.

To fill a gap in the educational system which time had brought clearly into focus, the Army War College (1902), discontinued in 1941, was reestablished as the highest level integral school. Developments in 1950 included the redesignation of the Army Information School and initiation of training and technical assistance to foreign nationals.

The Army's system of education now comprises the resident and extension facilities of integral service and joint schools, selected civilian institutions utilized on a requirements basis for duty-time training, correspondence-course facilities of the United States Armed Forces Institute, and cooperating extension divisions of civilian colleges and universities. Education of service dependents and foreign nationals and the reorientation program are heavy collateral responsibilities. The Army extension course program, as an activity of the various service schools, is designed to serve the needs of the National Guard and the Organized Reserve Corps.

(*b*) *The Navy's educational programs*

Educational activities for both officers and enlisted personnel have been carried out by the Navy in peace and war from the earliest days of the service.

The United States Naval Academy at Annapolis, Md., was established in 1845. In the 1880's the Navy initiated shore-based schools for the instruction of specialists, both officers and enlisted men. This system had a great expansion in 1917–18, was maintained in skeletonized form during the 1920–30's, and was enormously expanded during World War II.

The Naval Academy Preparatory School was established in 1920, and the Naval Reserve Officers' Training Corps in 1925. The National Defense Act of 1925, which authorized the NROTC, stipulated that it should conform as nearly as possible to the Army ROTC. Following congressional approval of the Holloway plan in 1946, Naval Reserve officer training was expanded to include the "regular" NROTC, "contract" NROTC, and the naval aviation college program. All of these enrolled college or university students.

The Navy's educational programs in 1939 may be categorized as officer postgraduate education, officer technical training, and shipboard or on-the-job training. These programs were designed to promote careers for the officers and enlisted personnel of the Regular Navy who would carry out the peacetime functions of the Navy and serve as the nucleus of an expanded Navy under emergency conditions.

World War II required that the Navy's training programs be adjusted to provide instruction for the millions of personnel newly inducted from civilian status. Courses were consolidated, long postgraduate courses were reduced in length and in number, officer-

candidate courses were accelerated, and enlisted personnel were given concentrated but effective instruction in relatively narrow areas of the technical knowledges and skills required in shipboard tasks.

Programs of the type that existed in 1939 were nearly all expanded rapidly from 1941 to 1945. In addition, the use of newly designed equipment and new methods of warfare gave birth to many new types of programs. Aviation and submarine training received emphasis commensurate with their employment in the fleets. Amphibious warfare in the modern sense was born and with it extensive programs for instruction in amphibious operations. The submarine menace prompted emphasis on sonar and antisubmarine training, both ashore in schools and afloat in coordinated efforts of ship and air contingents.

The lag of shipbuilding behind the Navy's ability to induct and train personnel prompted the initiation of "precommissioning training." This consisted primarily of assembling personnel taught various specializations (called nucleus crews) together with newly acquired recruit graduates (balance crews) to form the complete crew of a vessel then under construction. These personnel were then instructed ashore on synthetic and actual shipboard equipment to a point that enabled them to go aboard a newly commissioned vessel and operate it in a manner to permit its entrance into the fighting lines a few weeks after commissioning.

Addressing the National Institute on Education and the War, on August 28, 1942, Dean Joseph W. Barker, Special Assistant to the Secretary of the Navy, said:

> The Navy itself has become one huge school. No officer or enlisted man ever ceases going to school in the Navy. For every man, from the lowest apprentice to the Commander in Chief, schools are in session all the time.

After the Japanese capitulation in 1945, the Navy's educational programs were reduced rapidly and redirected to the longer-range objectives of a peacetime Navy. The Navy endeavored to profit from the lessons of the war. The emphasis on aviation, amphibious, and antisubmarine warfare instruction was continued, as were also many of the aspects of precommissioning type of training, especially those elements involving the "team" instruction of officers and enlisted personnel in coordinated shipboard functions, employing actual shipboard-type equipment under simulated wartime situations. The Navy embarked on an extensive educational program for officers in undergraduate and postgraduate courses in colleges and endeavored to adjust the training programs for both officers and enlisted personnel to the new conditions and implements of warfare in the atomic age. The officer-candidate educational program was continued in 52 colleges with an enrollment nearly 10 times that of prewar days; and the Naval Academy enrollment was continued at its augmented level of about 3,600 midshipmen. The Navy's Educational Services program inaugurated during World War II in conjunction with the United States Armed Forces Institute was continued in peacetime.

As the world faces new threats to peace, the Navy is expanding its training programs.

As a component of the Navy, the Marine Corps has carried out some of its educational activities and has shared in others. The Marine Corps Institute was established in 1920 and has since offered corre-

spondence courses for marines desiring to enroll for high-school or certain technical instruction.

Courses conducted at the Marine Corps schools at Quantico, Va., and in technical schools of the Marine Corps for many years have covered both the theoretical and practical aspects of troop training. Courses requiring classroom attendance or shop or laboratory periods include drafting, clerical work, cooking and baking, foreign languages, engineering, radio, photography, and many other subjects.

(*c*) *Educational activities in the Air Force.*

Under an act of April 3, 1939, the Army Air Corps was authorized to institute its own educational system. Besides the Army-wide educational program including correspondence courses and troop school courses covering such subjects as English, history, mathematics, engineering and radio, the Army Air Forces began carrying on under their immediate direction a large educational program which was greatly expanded under the stress of World War II.

The Air Forces have continuously pursued a policy of maintaining the highest aviation-training standards in the world. The ever-increasing complexity of modern air machines in an age of specialization convinced the command at an early date that its vast training program could be maintained only through cooperation between the flying and technical-instructional facilities of the Air Forces and civilian educational institutions.

In 1940 the President called for a production of 50,000 war planes and a greatly expanded aviation-training program.

By congressional action the Air Forces became on June 21, 1941, a semiautonomous part of the United States Army. The Air Forces were faced with the necessity of preparing the pilots, mechanics, and technicians to fly the war planes. Lack of classrooms and other facilities led to the leasing of nearly 500 hotels, theaters, warehouses, athletic fields, and other structures to provide the housing and educational facilities needed.

An officers' candidate school and an officers' training school were established to help meet the need for administrative officers. To help provide technicians and specialists to man the aircraft and supporting organizations the Air Forces entered into contract with hundreds of civilian technical schools, colleges, and universities.

Pilots, navigators, bombardiers, gunners, and other air-crew members were trained at air bases throughout the country; contracts were negotiated with civilian flying schools; and additional personnel were drawn from the civilian pilot-training program of the Civil Aeronautics Administration.

Aircraft engine mechanics, radio and radar operators, and thousands of other technical specialists were given instruction by the Technical Training Command and by civilian schools on a contract basis.

On September 18, 1947, the Army Air Forces became the autonomous United States Air Force, and as laid down in the National Security Act of 1947 became a full partner in the National Military Establishment (later redesignated the Department of Defense).

Technological developments during and since World War II have introduced new concepts of air warfare into the educational program of the Air Forces.

The major elements of the Air Force educational system are now the Air Training Command, the Air University, and the United States

Air Force Institute of Technology. These elements are supplemented by the Air Force Reserve training and Air National Guard training supervised by the Continental Air Command; 125 Air ROTC units in various colleges and universities; and training on a reciprocal basis in Army and Navy service schools.

The Air University with headquarters at Maxwell Air Force Base, Ala., emphasizes the command and staff aspects of officer education at varying levels of maturity and responsibility. This includes the Air War College for senior command and staff officers, the Air Command and Staff School for officers of intermediate grade, and the School of Aviation Medicine in the fields of medicine and dentistry.

The United States Air Force Institute of Technology administers the specialized education of selected Air Force personnel in the professional, technical, and scientific fields in civilian colleges and universities. The United States Air Force Institute of Technology also gives in-resident instruction in engineering and the aeronautical sciences and administers the language- and area-training program, the Air Force training-in-industry program, and United States Air Force extension-course program.

(*d*) *Education of the civilian population for national defense*

Particularly during World War II, the Federal Government carried out or promoted certain educational activities designed to prepare the civilian population for more effective support of the war effort. Some of the established educational programs were adapted to wartime needs, and new programs were initiated.

Executive Order 9139 of April 18, 1942, gave the Chairman of the War Manpower Commission responsibility for establishing policies, regulations, directives, standards, and coordination of all Federal programs relating to the vocational education of war production workers for industry and agriculture. By Executive Order 9247 of September 17, 1942, the functions, duties, and powers of the agencies giving war training were transferred to the War Manpower Commission.

The Bureau of Training of the War Manpower Commission was given responsibility for (1) developing unified programs and policies to meet training needs of wartime employment, and (2) exercising general supervision over the war training programs. The following Federal programs came under the scope of this authority: (1) the apprentice-training service; (2) the training-within-industry service; (3) the National Youth Administration (which was liquidated as of January 1, 1944); and (in the Office of Education): (4) vocational training for war production workers; (5) the food production war training program; (6) the engineering, science, and management war training program; (7) the visual aids service, and (8) the student loan program.

The apprentice training service is discussed in this report under the heading of "Vocational training, placement, and rehabilitation"; and the National Youth Administration under the heading of "Educational activities originating as relief measures." The wartime programs of the Office of Education are described in the chapter devoted to that agency. (See table of contents.)

Besides these programs a training-within-industry service was established in the War Manpower Commission. This program was related specifically to national needs in wartime.

In May 1940, the Office of Civilian Defense was established to provide for cooperation with State and local governments with respect to measures for adequate protection of the civilian population in wartime. The Office carried out a number of activities in education for civilian defense, instructing thousands of persons in general and specialized techniques of civilian protection.

The Office of Defense Transportation was established in December 1941, to assure maximum utilization of the domestic transportation facilities of the Nation for the successful prosecution of the war, and for other purposes. The Office promoted utilization by the transportation industry of the war training facilities of Federal agencies. It also promoted educational programs within the several branches of the transportation industry.

Educational activities by the Office of Inter-American Affairs were authorized by the President's Executive order of August 16, 1940, which established the Office. Its wartime educational objective was to develop a comprehensive educational program in cooperation with other American Republics. This program was carried out in support of the production of critical and strategic materials and for the benefit of the Armed Forces stationed at bases throughout the hemisphere.

Under authority of the Lend-Lease Act (55 Stat. 31) the Office of Lend-Lease Administration established on October 28, 1941, authorized several allocations of funds to the War and Navy Departments and the Office of Defense Transportation to provide special types of educational programs for nationals of Allied countries. These included the training of British personnel as radar operators, fire fighters and mine-sweeper crews; the instruction of British student pilots at civil and United States Army Air Forces schools; and teaching Chinese students the technicalities of communications, engineering, and other activities.

5. EDUCATION IN SPECIAL FEDERAL JURISDICTIONS

In its infancy the Federal Government began to assume responsibility for the education of persons residing in areas under its special jurisdiction. Such areas now include the District of Columbia, reservations of various types, such as military posts, Indian reservations, and national parks, and the Territories and outlying possessions.

An act of Congress approved in 1804 granted to the council of the city of Washington power to provide for the establishment and superintendence of public schools. Subsequent acts delegated the administration of education in the District to established authorities. The act establishing the territorial form of government in 1871 made it the duty of the legislative assembly to maintain a free system for the education of all the youths of the District. More recent legislation, including the organic act of 1906 for the school system, has not limited the extent of the system of public education, except as the appropriation acts have imposed limitations. The conclusion is clear that it was and is the intention of Congress to maintain in the District of Columbia a complete system of education as that term is commonly understood in the United States.

The arrangements that have been made by the Federal Government for the education of Indians living on reservations have developed from provisions of the Constitution, treaties, legislative acts, and court decisions. The Office of Indian Affairs, which since its creation has

administered Federal educational services for Indians and natives of Alaska, was established in the War Department in 1824. In 1849, the Office was transferred to the Department of the Interior where it has since remained. The Office has developed its educational program through the operation of day schools, boarding schools, and community centers, and through Federal aid to States.

Federal establishment and continuing control of education in the Canal Zone came about as a responsibility incidental to the building and operation of the Panama Canal by the United States. In 1905 the Isthmian Canal Commission took steps to establish a public-school system in the Canal Zone. The Federal Government has since provided free elementary and secondary schools in the Canal Zone, and a junior college, which charges tuition.

In establishing congressional jurisdiction over the seat of the Federal Government, the Constitution of the United States added that the Congress should—

> exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be for the erection of forts, magazines, arsenals, dockyards, and other needful buildings (art. I, sec. 8:17).

This constitutional provision also removed the affected areas from the benefits of State or local governments (including the benefits of a school system). Hence there has devolved upon the Federal Government the responsibility for education within these reservations. Their varying situations have led from time to time to different Federal provisions for educational services on these areas and also on reservations for other Federal purposes.

In relatively recent years the Congress has made provision for schools on a number of reservations. For example, soon after its establishment in 1933, the Tennessee Valley Authority began using funds appropriated to it for providing school facilities for children of employees residing on its properties.

In relation to the Territories and outlying possessions the Federal Government has acquired obligations quite apart from those originally contemplated in relation to the States. Provisions made by the Federal Government for the support of education in the Territories and outlying possessions have varied too widely for review in this brief account. Public-school systems have been developed in these areas by their respective governments, which are subject to the approval of the Congress and the President. Some of the public-school systems receive Federal financial aid.

6. THE LAND-GRANT COLLEGES AND ASSOCIATED SERVICES

It has been pointed out that the early land and monetary grants made by the Federal Government in support of education in the States were for education in general, without legal stipulations as to the kind or manner of instruction. With the passage of the Morrill Act of 1862 the Congress initiated a policy of giving aid to the States for higher education in certain specified fields.

(*a*) *The colleges*

The Morrill Act of 1862 provided a grant of Federal lands or land script to each State in the amount of 30,000 acres for each Senator and Representative in Congress from that State. The act gave scrip

to the States in which there were not sufficient Federal lands to make up their allotments. The proceeds of the sales of these grants were to be used for the endowment and support of colleges having as their primary object—

> to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe.

The teaching of military science was also required. Congress later enacted laws providing for continuing annual appropriations to these institutions, commonly called the land-grant colleges. These colleges now number 69, of which 17 are for Negroes. The United States Office of Education administers the Federal funds for their support.

(*b*) *Experiment stations and extension service*

With the passage of the Hatch Act of 1887 the Congress began granting funds to each land-grant college for the establishment and maintenance of an agricultural experiment station. Continuing annual appropriations for this purpose were increased by the Adams Act of 1906, the Purnell Act of 1925, and the Bankhead-Jones Act of 1935. Federal funds for the experiment stations are administered by the Department of Agriculture.

In 1914, through the Smith-Lever Act, the Congress initiated a program of cooperation with the States in extension work in agriculture and home economics, to be carried on in connection with the land-grant colleges. Subsequent acts have provided additional funds for this work. Matching of Federal funds with State, college, or local funds is required for participation in the program. The Secretary of Agriculture is responsible for the administration of the Federal funds.

Certain reforestation activities which were authorized by the Clark-McNary Act of 1924 and the Norris-Doxey Act of 1937 provide for extension work involving the land-grant colleges.

7. VOCATIONAL EDUCATION AND REHABILITATION FOR CIVILIANS

For many years the Federal Government has carried out, financed, or otherwise promoted programs of vocational education for civilians. These programs have included nautical education, in-service training of Government personnel, vocational education in the public schools, vocational rehabilitation of physically disabled persons, apprentice training, and aeronautical education.

(*a*) *Nautical education (merchant marine)*

In 1874 an act of Congress established nautical schools at six designated ports. In 1911 the Congress provided that the number be increased to 10. The type of training given in these schools was later consolidated in four institutions, known as State maritime academies, which train merchant-marine officers. The schools award the degree of bachelor of science.

The Merchant Marine Act of 1936 established the United States Maritime Commission and instructed it to develop and maintain an efficient citizen personnel for the merchant marine. In 1938 the Commission established the United States Merchant Marine Cadet Corps which in 1941 began operating the Merchant Marine Academy at Kings Point, Long Island. This became a permanent institution bearing a relationship to the merchant marine similar to that which

West Point bears to the Army, and Annapolis to the Navy. There is the distinction, however, that graduates of the Merchant Marine Academy become employees of steamship companies rather than of the United States Government.

Besides these institutions the Maritime Commission has established and currently operates training stations, correspondence schools, upgrade schools and schools for specialists.

(*b*) *In-service training of Government personnel*

In-service training of Federal civilian personnel began as early as 1876 when an act of Congress provided for the training of officers for the Coast Guard, then known as the United States Revenue Cutter Service. A permanent shore academy for training officers was established at New London, Conn., in 1910. In 1915 this became the United States Coast Guard Academy, which trains Regular officers for commissions with the degree of bachelor of science in engineering. The United States Coast Guard Institute has furnished correspondence courses to Coast Guardsmen on duty at sea and ashore since 1928.

In 1879 the Bureau of Engraving and Printing began in-service training in the form of an apprentice school for engravers. Technical training for employees was instituted by the National Bureau of Standards in 1909. In 1920 the Department of Agriculture established its now well-recognized graduate school, from which certificates of credit are accepted in a number of other graduate schools at colleges and universities throughout the United States.

Soon after its creation by act of Congress in 1933 the Tennessee Valley Authority developed a broad in-service training program for its employees.

Executive Order No. 7916 of June 24, 1938, established a personnel division in each of the departments and other agencies of the Government. The order stipulated that each personnel director—

> shall supervise the functions of appointment, assignment, service rating and training of employees in his department or establishment under the direction of the head thereof and shall initiate and supervise such programs of personnel training and management as the head thereof after consultation with the Civil Service Commission shall approve.

The order further provided that:

> The Civil Service Commission shall, in cooperation with operating departments and establishments, the Office of Education, and public and private institutions of learning, establish practical training courses for employees in the departmental and field services of the classified civil service, and may by regulations provide credits in transfer and promotion examinations for satisfactory completion of one or more of such training courses.

Systems of in-service training in the several departments and agencies of the Government now vary widely, comprising numerous types of courses and instruction.

(*c*) *Vocational education in the public schools*

The passage of the Federal Vocational Education Act (the Smith-Hughes Act) of 1917 marked the initiation of a new Federal policy in education. Since 1862 the Federal Government had fostered agricultural and industrial education conducted in or through the land-grant colleges. With the Smith-Hughes Act the stimulus to vocational education was extended to the public schools.

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The Smith-Hughes Act provided for the appropriation of Federal funds not only for industrial courses in public schools but also for the professional training of teachers of such subjects. The second annual report of the Federal Board for Vocational Education contains the following statement concerning the significance of the Smith-Hughes Act in the history of Federal policy development:

> The Vocational Education Act is the culmination of an evolution in national appropriations for vocational education. Beginning with the Morrill Act of 1862, the Federal Government has, by a series of acts, the Second Morrill Act, the Nelson amendment, the Hatch Act, the Adams Act, the Smith-Lever Act, and the Vocational Education [Smith-Hughes] Act, gradually found its way to a philosophy and policy in the use of national money for vocational purposes. The Morrill Act imposed but few conditions in the use of the money by the States. The Smith-Lever Act imposed many conditions. It is safe to say the Vocational Education Act is the most specific and exacting of all these enactments in its requirements upon the States in the use of Federal money.

Additional appropriations for vocational education below college grade were authorized by the George-Reed Act of 1929 for 4 years and the George-Ellzey Act of 1934 for 3 years. The George-Dean Act of 1936 authorized additional annual appropriations and extended the scope of the program. This act was replaced by the George-Barden Act of 1946, which added new services.

(*d*) *Vocational rehabilitation of physically disabled persons* (*excepting veterans*)

Another Federal program of vocational education has been carried out in the vocational rehabilitation of physically disabled persons, excepting veterans. (Vocational rehabilitation of veterans is discussed in this report under the heading of "Education of veterans.")

The Smith-Bankhead Act of June 2, 1920, first provided Federal funds for the purpose of cooperating with the States in the vocational rehabilitation of persons disabled in industry or otherwise. A number of subsequent acts, including the Social Security Act as amended in 1939, have changed the Federal provisions for this educational program.

An act of July 6, 1943, amends and supersedes the Vocational Rehabilitation Act of 1920, and provides for vocational rehabilitation of war-disabled and other disabled individuals through State plans approved by the Federal Security Administrator. The 1943 amendments include provision for payment to the States of administrative expenses and one-half of expenditures for rehabilitation and necessary expenditures for disabled individuals other than veterans.

The Randolph-Sheppard Act of 1936 instituted a special Federal service to provide employment of blind persons. Although principally a welfare activity, the service includes some training for employment.

Besides administering these programs the Office of Vocational Rehabilitation in the Federal Security Agency carries out certain responsibilities relating to the procurement of vocational rehabilitation services for disabled employees of the Federal Government.

(*e*) *Apprentice training*

A policy of Federal promotion of apprentice training was initiated in 1934 under authority of the National Industrial Recovery Act. Funds to continue the work were provided by the National Youth Administration established in 1935. In August 1937, Congress passed the Fitzgerald Act authorizing the Secretary of Labor to carry on a

program of promoting apprenticeship and to establish standards to govern the employment of apprentices. The act transferred the administration of the service to the Department of Labor. In 1942 it was transferred to the Federal Security Agency and thence to the War Manpower Commission. It was returned to the Department of Labor in 1945. Besides formulating standards of apprenticeship for the training of skilled workers in industry, the service, now functioning as the Bureau of Apprenticeship, acts as a clearinghouse for the national apprenticeship program and performs other functions relating to the promotion of apprentice training.

(*f*) *Aeronautical education* (*Civil Aeronautics*)

Pursuant to the Civilian Pilot Training Act of 1939, the Civil Aeronautics Administration organized a program of civilian pilot training in cooperation with colleges and universities throughout the country. The Civil Aeronautics Authority subsidized these institutions on a per capita basis for courses in ground school subjects and for flight training. This program was discontinued in 1944.

By authority contained in the Civil Aeronautics Act of 1938 and the Civil Pilot Training Act of 1939 the Civil Aeronautics Administration undertook in February 1942 a program of fostering and encouraging introduction of aviation education into the public-school curriculum. The program had as its objective the integration of relevant aviation materials into the regular subjects at various grade levels of the elementary and secondary schools, and the introduction of courses in the science of aeronautics for the junior and senior high school youth. This program is still in operation.

The Civil Aeronautics Administration currently aids and encourages the widespread introduction and development of aviation education by furnishing technical assistance and guidance to schools, colleges, and educational bodies. It also conducts programs for the training of foreign nationals in the operation and maintenance of aeronautical equipment, and the application of efficient techniques and procedures.

8. EDUCATIONAL ACTIVITIES ORIGINATING AS RELIEF MEASURES

During the depression of the 1930's several Federal emergency agencies carried out educational activities as aspects of relief programs.

For example, the Civilian Conservation Corps, created by act of Congress in 1937 (50 Stat. 319; 16 U. S. C., sec. 584) to succeed the emergency conservation work established by Executive Order 6101 of April 5, 1933, provided vocational training, as well as employment, to youth in need of remunerative occupations. According to a statement contained in a message from President Roosevelt to the Congress in 1939, the major purpose of the CCC was "to promote the welfare and further the training" of the individuals in the Corps.

An organized program of educational activities was carried on in each camp. A considerable amount of vocational training was provided on the work projects and on some of the jobs in running the camps. Vocational education was also provided through instruction in classes during leisure time. Many enrollees attended public schools in nearby communities.

The Federal Emergency Relief Administration established in 1933 developed extensive educational programs in the States. These

included various forms of adult education, nursery schools, vocational rehabilitation, part-time employment of college students and employment of needy unemployed teachers for schools closed or partially closed for lack of funds. The emergency agency known first as the Works Progress Administration, and later as the Work Projects Administration, supported a large number of educational projects ranging from literacy and naturalization classes to academic education at the college level.

The National Youth Administration was established in 1935 (Executive Order No. 7086 of June 26) to provide work training for unemployed youth and part-time employment for needy students. President Roosevelt said in 1939 that the major purpose of the NYA was—

> to extend the educational opportunities of the youth of the country and to bring them through the process of training into the possession of skills

which would—

> enable them to find employment.

Aids rendered to youth included occupational guidance.

During the depression period the Public Works Administration made numerous grants and loans to States and municipalities for the construction of school and college buildings. The Reconstruction Finance Corporation also made self-liquidation loans to States and municipal authorities and to institutions for educational projects.

9. EDUCATION OF VETERANS

The Vocational Rehabilitation Act of June 27, 1918 (Public Law 178, 65th Cong.) provided substantially that any honorably discharged veteran of World War I who was unable to carry on in a gainful occupation successfully, should be furnished, when vocational rehabilitation was feasible, such course of rehabilitation as the Federal Board for Vocational Education should provide. The act imposed upon the Board the responsibility to provide facilities, courses, and instructors necessary to insure proper training; to prescribe the courses to be followed; to pay allowances for maintenance and support of trainees and their dependents and other necessary expenses incidental to following the prescribed courses; and to do all other things necessary to insure vocational rehabilitation and placement of rehabilitated persons in gainful occupations.

Section 3 of the act provided for training for those honorably discharged veterans who suffered a compensable disability as a result of their war service, but who were not vocationally handicapped to the extent that rehabilitation training was required. Persons in this class were given courses of instruction, including tuition and necessary supplies, but not with the maintenance and support allowance while in training.

On August 9, 1921, Congress established an independent bureau (Public Law 47, 67th Cong.) under the President which was called the United States Veterans' Bureau. All of the duties, functions, and powers previously conferred upon the Federal Board for Vocational Education, in providing courses for vocational rehabilitation for disabled veterans of World War I, were transferred to the Veterans' Bureau.

The program authorized by the Vocational Rehabilitation Act of 1918 terminated on June 30, 1928.

When Congress passed Public Law 16 in March 1943, it was aware of the program that had been adopted and administered by the Federal Board for Vocational Education and the Veterans' Bureau. Public Law 16, the Vocational Rehabilitation Act of 1943, was quite similar to the act which was passed for World War I veterans except that there was no provision in the latter law similar to section 3 for the disabled veterans of World War II. The education and training provisions of the Servicemen's Readjustment Act of 1944 (Public Law 346, 78th Cong.) took the place of section 3.

Following the passage of Public Law 16, the Veterans' Administration began to emphasize the necessity of vocational advisory service to the disabled veteran. Not only were regional offices of the Veterans' Administration used to give vocational counseling, but approximately 380 educational institutions contracted with the Veterans' Administration to render this service. In addition, the Veterans' Administration adopted the policy that, if possible, the disabled veteran would be trained in the community where he was living, and also that it would use only existing accredited institutions of learning and first-class establishments for training on the job. The Veterans' Administration, unlike the Federal Board for Vocational Education, did not establish schools of its own, although it had the authority to do so.

The Servicemen's Readjustment Act (Public Law 346, 78th Cong.) on June 22, 1944, authorized an educational and training program of unprecedented scope for veterans of World War II. Practically all veterans were eligible for educational benefits under this act. Each eligible veteran was free to elect his own course; he was free to enter any school or training establishment which had been approved by the appropriate approving agency of the State in which such school or training establishment was located. He could pursue a course of education or training which he had elected for a period of time not in excess of 1 year plus the number of months he was in the service, but not in excess of 48 months. No Government department, agency, or officer of the United States was permitted to exercise any supervision or control whatsoever, over any State educational agency or State apprenticeship agency, or any educational or training institution participating in this program. Educational and vocational counseling was made available under this law to veterans who had made application for it.

The World War I legislation terminated on June 30, 1928, while both Public Law 16 and Public Law 346 must terminate on July 25, 1956, except for certain cases under Public Law 346, as amended.

On December 28, 1950, Congress extended the provisions of Public Law 16 (Public Law 894, 81st Cong.) to veterans who served at any time subsequent to June 27, 1950, and prior to a date to be established by Congress or by the President, and who are disabled under conditions entitling them to the wartime rate of pension. This law is designed to cover the veterans who were disabled in the Korean situation or similar situations. At the time of this writing no legislation has been enacted by the Congress affecting education and training for nondisabled veterans who served during this period.

10. EDUCATIONAL ACTIVITIES IN COOPERATION WITH OTHER COUNTRIES

The Government of the United States has engaged in several types of activities in the field of international education. These may be listed as follows: (1) The bilateral relations entered into by the United States Government under its own coordinated, national program of educational and cultural cooperation with other countries, particularly in Latin America; (2) the international educational relations participated in by the Federal Government as a member of or contributor to several international organizations, such as the Pan American Union; and (3) the relations with defeated nations under the program for their reeducation in the ways of democracy.

The basic policy of the United States Government in this field has been to foster mutual understanding, appreciation, and respect. Actions by the Congress and by several presidents have contributed to the evolution and implementation of this policy.

For a number of years the educational and cultural relations with foreign countries have constituted one phase of the foreign policy of the United States. Since a few years prior to World War II, the Government of the United States like the governments of a number of other countries, great and small, has placed increasing emphasis on activities in this field.

(a) *Bilateral programs*

A forerunner of the first broad-scale official program was the Convention for the Promotion of Inter-American Cultural Relations, or the Buenos Aires Treaty of December 23, 1936. In accordance with the terms of this convention, the United States has since continuously exchanged 2 graduate students with each of the 16 signatory nations of the other American republics.

Activities of the national, bilateral program of the United States Government in educational exchange with other nations have been authorized by acts of Congress establishing the functions of the various agencies participating, and by acts specifically providing for certain phases of the program. Activities have included the exchange of special information and materials; the interchange of specialists. professors, and students; and cooperative educational programs.

On August 1, 1946, President Harry S. Truman signed the Fulbright Act providing that some of the currencies and credits of other countries acquired by the United States through the sale of surplus property abroad might be used for educational exchanges. The act established a Board of Foreign Scholarships which selects persons to receive awards and supervises the educational activities undertaken. The Department of State administers the program. The Smith-Mundt Act of January 1948, likewise administered by the Department of State, prescribes in broad terms the specifications for a major program of international information and educational exchanges

(b) *Participation in activities of international organizations*

Through membership in the International Bureau of American Republics and in the Pan American Union which developed from it, the United States has participated in inter-American educational exchanges since 1906.

During and since World War II, the Government of the United States has collaborated with the governments of other Allied nations

in establishing and promoting the activities of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and in efforts to reconstruct the educational systems of war-devastated countries and reeducate the defeated nations formerly under totalitarian governments.

During World War II an important new page was turned in the story of the development of international education. In November 1945, delegates from the United States and 43 other countries, meeting in London, drafted a permanent constitution for the United Nations Educational, Scientific, and Cultural Organization. The constitution came into force when adopted by the governments of over 20 nations within the following year. The preamble warned that the peace would fail unless founded "upon the intellectual and moral solidarity of mankind." The charter provided for detailed activities of the organization in fulfilling the general functions of (1) collaborating in the advancement of mutual understanding of peoples; (2) giving fresh impulse to popular education and to the spread of culture; and (3) maintaining, increasing, and diffusing knowledge. The first UNESCO General Conference was held in Paris in November and December 1946.

A joint resolution approving United States membership in UNESCO passed both Houses of Congress in 1946 and was approved by President Truman on July 30 of that year. The resolution authorized the establishment of a national commission to serve as a bridge between UNESCO and the Government and private voluntary groups in the United States.

(*c*) *Reeducation and educational reconstruction*

Two major problems in international educational relations emerged from World War II, namely: (1) The reconstruction of the educational systems of the war-devastated countries; and (2) the reeducation of the defeated nations in the ways of democracy.

The Commission for International Educational Reconstruction, established in 1946, grew out of a series of conferences called by the American Council on Education to consider the critical problems of education in the war-devastated countries. The commission endeavored to stimulate and coordinate American voluntary efforts on behalf of education in the war-torn lands.

Before the close of World War II, interested agencies of the Governments of the United States and certain allied countries cooperated in formulating policies for the reeducation of the citizens of the Axis nations. The plans called for the suppression of extreme nationalistic teachings and the furtherance of instruction in democratic ideals.

The over-all reeducation policy recognized that the reorientation of the Axis nations toward a democratic way of life was primarily an educational task requiring international cooperation.

11. AID TO LOCALITIES PARTICULARLY AFFECTED BY FEDERAL ACTIVITIES

The program of Federal aid authorized by the Lanham Act (55 Stat. 301) originated in the period just prior to World War II. The act provided for aid to local governments for the construction, maintenance, and operation of community facilities in areas swollen by the influx of military personnel and defense workers. The program got under way in the fall of 1941.

During most of the period of its operation the program was administered directly by the Federal Works Administrator, but in later years the administration was delegated to the Bureau of Community Facilities of the Federal Works Agency (now in the General Services Administration).

Under this program hundreds of towns and cities which had become centers of war production, and had therefore experienced large increases in population, were given assistance in the construction or improvement of public works and services, including schools.

Municipalities applying for Federal aid in the construction of community facilities under the Lanham Act were expected to contribute toward the financing of construction. However, when a municipality was unable to make such a contribution and the community facilities were adjudged essential to the successful prosecution of the war, the Federal Works Administrator was authorized to build vital facilities wholly at Federal cost and to lease them to the municipality at a normal rental for operation.

Construction of public schools figured prominently among the various projects undertaken under the Lanham Act authorization. The provision of schools was essential in order to attract workers into the war-production areas. Federal aid for the construction of public schools in such areas was discontinued in July 1946.

Under the Lanham Act programs of war public services, Federal aid for the maintenance and operation of public schools was in full operation by the spring of 1942. Although the operation of the war public services generally terminated in mid-1946, Federal aid for the maintenance and operation of public schools in federally impacted areas continued on a limited scale under special appropriations.

Among its advance planning activities authorized by title V of the War Mobilization and Reconversion Act of 1944, the Community Facilities Services provided Federal loans to States and localities for advance planning of public schools and other educational facilities. Under the legislation authorizing this program no new planning advances could be approved after June 30, 1947. However, realizing the need for reactivating this service, the Congress in October 1949 (Public Law 352) authorized a program of Federal aid for the resumption of advance planning of community facilities including, of course, primary and secondary public schools.

Title II of Public Law 815, approved September 23, 1950, authorizes Federal aid to school construction over a period of 3 years in areas adversely affected by Federal activities. Public Law 874 approved September 30, 1950, makes provision for maintenance and operation of public schools in such areas over a period of 3 years.

12. OTHER PROGRAMS AND ACTIVITIES

As explained earlier, this narration does not recount the history of all Federal educational programs, but only some of those most indicative of the course of development of Federal policies in this field. From this viewpoint two of the more outstanding developments not already set forth in detail have been the following:

In 1867 the Congress passed an act (14 Stat. 438 incorporating Howard University in the District of Columbia. This institution has since been devoted to the higher education of Negroes. Since 1879 the

Congress has made annual appropriations largely supporting this university. A bill introduced in the Seventieth Congress to give statutory authority to these appropriations was passed after extensive debate in both Houses, and was approved by the President on December 13, 1928. Limited supervision of this institution, formerly lodged in the Department of the Interior, was transferred to the Federal Security Agency in 1940.

In 1918 the Federal Immigration and Naturalization Service inaugurated a program of promoting education for citizenship. An act of Congress in that year authorized the Service to cooperate with the public schools by sending them identifying information about applicants for naturalization, and by preparing citizenship textbooks and supplying them free to the schools.

The Nationality Act of 1940 continued the provisions for this program and broadened the powers of the Service. It authorized the Commissioner of Immigration and Naturalization—

> to prescribe the scope and nature of the examination of petitioners for naturalization as to their admissibility to citizenship for the purpose of making appropriate recommendations to the naturalization courts.

The act provided for the use of naturalization fees to defray the expenses of the Service in preparing textbooks and otherwise promoting education for citizenship.

The authorized program is carried on by the Immigration and Naturalization Service, without authority as a teaching organization, but with responsibility for rendering Federal cooperation with the public schools in education for citizenship.

In 1933 the Federal Government began to give aid to the provision of school lunches. Initiated by Federal loans to communities in that year to pay labor costs for preparing and serving lunches in schools, a national school lunch program has been subsequently carried on. The program was firmly established by the National School Lunch Act of 1946.

Through grants-in-aid to States the act provided for financial assistance to public and private schools, of high-school grade or under, operating nonprofit school-lunch programs. These funds have been provided to schools on the basis of the need for their assistance and the number of meals served. The act is administered by the Production and Marketing Administration in the Department of Agriculture.

For historical information on other educational programs and activities of the Federal Government the reader is referred to part III of this report.

D. Progress and Current Status of Education in the United States

A comprehensive survey of the progress and current status of education in the United States is not within the province of the present study. The Office of Education, the Bureau of the Census, the National Education Association, and other governmental and private agencies have issued numerous publications relating to one or another phase of the condition of education in this country, or factors affecting it. The purpose of this chapter is to summarize selected data bearing upon a consideration of what the Federal

Government's policy should be in the field of education. Further information of this kind is contained in other publications of the Legislative Reference Service which relate to specific educational issues that have arisen in Congress.

1. EDUCATIONAL ATTAINMENT OF THE POPULATION

In May 1948 the Bureau of the Census published the findings from a special study made by the Bureau concerning educational attainment of the civilian population. The 1948 report showed that between 1940 and 1947, despite the interruption of the education of millions of persons which resulted from the war, the average educational attainment of the population 14 years old and over increased by about 1 year of school. In 1947 the median number of school years completed by persons 14 years of age and over was 9.6 years. The median number for persons 25 years of age and over was 9 years.

The number of persons who had completed less than five grades of school in 1947 was about 2,000,000 less than in 1940, and the number of college graduates was about 900,000 greater than in 1940. The average educational attainment of the nonwhite population continued to be lower than that of the white population at each age level, but at the younger ages the differences were somewhat smaller in 1947 than in 1940.

Among persons 25 years old and over (those who may generally be considered to have finished their formal schooling) the median number of years of school completed was progressively lower with increase in age. For example, whereas persons 25 to 29 years old had finished a median number of 12 years of schooling, those 65 years old and over had completed a median number of only 7.7 years. On the other hand the higher educational attainment of persons 14 to 24 years old, for successive age groups, ranged from a median of 9.2 years for persons 14 to 17 years old, to 12.1 years for those 20 to 24 years old. This variation reflects the longer opportunity for schooling among persons in the older ages of that group.

According to data published by the Bureau of the Census based upon a preliminary sample of the 1950 census returns, the median number of years of school completed by persons under 21 years old in 1950 was, for males, 9.7 years, and for females, 10.2 years.

These data show that the general educational level of the people has risen somewhat since 1940. However, evidence that serious educational deficiencies remain has appeared in rejections from military service. During World War II over a million men were found educationally deficient for service in the Armed Forces. Of these over 659,000 were rejected for such service. Between November 1940 and December 1944 over 12 percent of all rejections for military service were for educational deficiencies.

Data based upon a study of over 7,000,000 men in the Army during World War II showed that nearly 1 in 3 had not more than 8 years of schooling and about 1 in 30 had not more than 4 years of education. The educational attainments of men in other branches of the Armed Forces were about the same as in the Army.

2. ILLITERACY

In September 1948 the Bureau of the Census published the findings from a special study of illiteracy in the United States. This investigation showed that illiteracy had declined to a new low by October 1947. At that time, however, 2.7 percent of the population 14 years old and over were still unable to read and write.

Comparison of the 1947 illiteracy rate with the 1930 rate of 4.7 percent, and the 1920 rate of about 6.5 percent, shows that there had been marked progress in the reduction of illiteracy in this country. Factors operating toward the reduction of the rate of illiteracy have been the enforcement of compulsory school attendance laws, the extension of educational opportunities, the dying off of the relatively numerous aged illiterates, and the special training given illiterates in the armed services during World War II. However, 1947 illiteracy rates of 11 percent among nonwhites and 5 percent in rural-farm areas indicate where much further progress needs yet to be made.

Of the 106 million persons in the United States who were 14 years old and over in October 1947, about 2.8 million were unable to read and write, either in English or in any other language. The proportion of illiterates was lower in each successively younger age group, ranging from about 7 in every 100 persons aged 65 years and over, down to 1 in every 100 persons 14 to 24 years old.

During World War II the Federal Government contributed to the reduction of illiteracy through primary education in the Armed Forces. Although in the earlier period of selective service illiterates were not accepted for induction, later they were accepted, and the Armed Forces found it essential to institute a mass educational program in order to teach the fundamentals of reading and writing to this group of draftees. As a result many persons became literate, who, under normal circumstances, might have gone through life without learning to read and write. More than 300,000 illiterates were inducted after June 1, 1943. Special training units in the Army succeeded, in approximately 85 percent of cases, in raising their education level to that of about the fourth grade. A lesser number were similarly given primary education in the Navy.

Persons completing fewer than 5 years of elementary school have sometimes been called functional illiterates, for example, by the Armed Forces in World War II in their attempts to weed out those persons who were not able to comprehend simple written instructions. Data from the October 1947 survey of the Bureau of the Census indicate that the conventional definition of illiteracy—i. e., inability to read and write—is a much less rigorous criterion. In 1947 there were 8.2 million persons in the United States 14 years old and over who had completed less than 5 years of school, whereas there were only 2.8 million who were unable to read and write. Even among those in the lowest educational attainment group, namely, those having completed no years of school, 20 percent were literate according to the census definition. At the other extreme of the functional illiteracy range, i. e., among those completing only 4 years of school 95 percent were able to read and write. It is obvious, of course, that in a society with a highly complex technology the mere ability to read and write—perhaps with difficulty—is in itself an index of very limited usefulness.

3. FACTORS AFFECTING EDUCATIONAL OPPORTUNITY

Extensive studies made by the Research Division of the National Education Association of the United States and other agencies have high-lighted certain facts bearing upon variations in opportunity for public education in different States and in different communities in each of the States. Following is a brief summary of some of the more significant findings from these studies.[4]

(a) Variations in proportionate numbers of children

Opportunities for public education vary widely throughout the United States. Some of the States and localities offer educational opportunities incomparably superior to others. The wide variations in educational offerings are due to a number of contributing factors.

Some States have much greater educational loads, or proportionate numbers of children to be educated, than others. In 1948 the State having the heaviest educational load had one-and-a-half times as many children in each 1,000 of the population as the State with the fewest children per 1,000 of its total population. Where there is a larger percentage of children of school age there is, of course, a smaller percentage of adults to support the school program.

In general, the States with the largest proportionate numbers of children are in agricultural regions, particularly in the South. States having fewer children in relation to number of adults are generally in the more urban and industrial regions. Unless a State having a larger proportionate number of children has correspondingly larger tax resources per capita, it must make greater financial effort to support a given educational level for all its children than a State having fewer children in proportion to the number of adults. Data based upon the present rate of natural increase in the population in the several States indicate that the differences in relative numbers of children to be educated are likely to continue to exist for at least several years.

(b) Interstate migration

The proportionate number of children in relation to the adult population in many localities is markedly affected by migration. Population shifts have brought acute educational problems to many States and localities, particularly in the far West. The Bureau of the Census has reported that—

> expected changes in enrollment for the United States as a whole may be very different from those that may occur in individual communities.

In this connection the Bureau has pointed out that—

> the influence of internal migration is probably the most important element in causing such variations.

Over 7,000,000 persons moved from one State to another between 1935 and 1940. During World War II interstate migration of civilians alone numbered about 8,000,000 persons, and within the first 6 months after the war approximately 6,000,000 civilians located in other States.

[4] Such data have been interpreted for use in support of arguments for the assumption of further Federal responsibility for the financing of education. Discussion of the pros and cons of this subject is not within the scope of this report but is contained in a report prepared in the Legislative Reference Service entitled "Federal Aid to Elementary and Secondary Education." Factual information bearing upon educational conditions in the United States are here reported as pertinent to the present study.

(*c*) *State differences in economic ability*

Generally, the States having the larger proportionate numbers of school-age children have less than average financial ability to support their schools. Their lesser financial ability is attributable to such factors as less valuable natural resources, less strategic economic locations, and smaller accumulations of capital and other favorable physical, economic, or political conditions. In 1948 one State having a high ratio of children to total population had an estimated income (total personal income of the people) of only $844 per capita, while another State having relatively few children in proportion to the total population had income payments of $1,803 per capita.

In considering ability to support good schools the income of the people in relation to the school-age population is most significant. In 1948 the income of the people per school-age child was four times as great in one of the States as in another State.

(*d*) *Difference in State effort to support education*

The amount of effort which the people of a State are making to support public education is shown in a general way by the percentage of their income being spent for public education. In 1947–48, the percentage of total income payments spent for education from State and local sources ranged from a high figure of 3.88 percent in one State to a low figure of 1.68 percent in another. Only 1 of the 12 States spending the highest percent of their income for public education was among the 12 highest on expenditure per pupil. Three of the twelve spending the highest percent of income for education were among the three lowest in per-pupil expenditures. These different ratios reflect the difference in educational load and relative income of the people.

(*e*) *Other factors*

Since a State's current expenditure per pupil is one indication of the educational opportunities which it provides as compared with other States, the differences in per pupil expenditure among the States show that educational opportunities are far from equal throughout the Nation. These differences reach the ratio of 4 to 1. Other measurable factors which give some indication of relative educational opportunities in the various States are: (1) The average salary paid to members of the instructional staff; (2) the average number of years of college training of teachers; (3) the need for teacher replacement because of inadequate preparation; (4) the average number of pupils per teacher; (5) the per-pupil value of school property; (6) the holding power of schools as reflected by the percent of school-age children in school, high-school enrollments, and rate of drop-outs; (7) the incidence of educational deficiencies among those called for military duty; and (8) the educational level of the population. Amassed data have shown wide variations among the States with respect to all of these factors.

4. ELEMENTARY AND SECONDARY SCHOOLS

(*a*) *Enrollments*

During the school year 1949–50 the total enrollment in public and nonpublic schools, elementary and secondary, kindergarten through grade 12, was approximately 29,000,000. The enrollment in public

schools alone was about 25,500,000. Of this number about 5,500,000 pupils were in secondary schools.

The Office of Education has forecast that by the year 1959–60 the total enrollment in public and private schools combined will have risen to over 37,000,000. This will be an increase of about 10,500,000 over 1946—an increase greater than the total enrollment in 35 States during the first postwar year. These great changes in enrollment are being brought about in elementary schools by the increased birth rates during World War II, and in secondary schools by the tendency of a larger percentage of the population to continue in school. The figures indicate the magnitude of the Nation's educational task now and in the years ahead.

About 93 percent of the population 6 to 17 years of age were in school in 1949–50. Over half of the children only 5 years old were in kindergarten or the first grade, and over two-thirds of those 16 and 17 years of age were still in school. In general these increases represent educational gains over previous years. In considering these facts, however, it is important to view the figures from another angle. About 7 percent of the Nation's youth 6 to 17 years of age were not attending school. Nearly half the children 5 years old had not entered kindergarten or elementary school, and nearly a third of those 16 and 17 years of age were out of school.

The increase of enrollment in private schools is noteworthy. Enrollment in nonpublic elementary and secondary schools increased by 24 percent between the school year 1937–38, a normal prewar year, and 1949–50. During the earlier year nonpublic school enrollments constituted 9.5 percent of the enrollment in all schools. In 1949–50, however, nonpublic schools enrolled 11.8 percent of the total. Should the trend of the past 12 years continue it is expected that by the school year 1959–60 enrollments in nonpublic schools will constitute about 13.6 percent of the total enrollment in elementary and secondary schools.

(*b*) *Revenues and expenditures for public schools*

Although the total amount expended for public elementary and secondary schools in the United States has increased considerably during the past 10 years, the people of the Nation are devoting a smaller proportion of their income to the support of the public-school system than they did 10 years ago. The public schools are primarily supported by revenues received from local, State, and Federal taxes. Demands upon these revenues have greatly increased. On the national level a large proportion of the tax income is being used for payment for past wars and the current defense program. On the State level, a large measure of the income is being used to meet increased demands for welfare and other services.

In many States and communities sufficient funds have never been available to finance an adequate school program. In some States differences among school districts in ability to support education from local sources are as great as 1,000 to 1. Variations among States and localities in ability to support public education have increased largely as a result of the uneven distribution of industrial wealth among the various regions.

In general within the last several decades the States' financial share in the support of education has increased while the local units share

has decreased. However, in most States the local units are still bearing the major portion of the cost of school support.

Revenue receipts for public elementary and secondary education in 1948–49 (the most recent year for which the Office of Education has computed the data) amounted to $4,921,000,000. These receipts consist of appropriations from general government funds, receipts from taxes levied for school purposes, income from permanent funds, receipts from leases of school lands, Federal aid for vocational education and school lunches, and receipts from miscellaneous sources. Nonrevenue receipts in 1948–49 amounted to $649,683,000. Over $500,000,000 of this amount came from the sale of bonds for new construction.

In 1948–49 total current expenditures amounted to $4,248,623,000 (of which about $50,000,000 was for community services not chargeable to the education of pupils). Current expenditures include administration of general control (State, county and local), instruction, operation of plant, maintenance of plant, auxiliary services and fixed charges.

The annual expenditure per pupil in average daily attendance varies greatly among the States. The amounts for the four highest States in 1948–49 were New York, $284.85; New Jersey, $273.65; Illinois, $267.27; and Washington, $256.21; and the four lowest were Alabama, $107.04; Georgia, $106.84; Arkansas, $99.79; and Mississippi, $76.98. The average expenditure per pupil for the continental United States in 1948–49 was $197.65.

(c) *Supply and economic status of public school teachers*

Late in 1950 the Research Division of the National Education Association of the United States published its findings from broad studies relating to the supply and economic status of teachers. Some of the data reported were the following:

All of the States except Massachusetts in 1950 issued certificates or credentials to individuals prior to their employment as teachers in public schools. Most States have standard certificates based upon prescribed programs of professional preparation. Persons not fully qualified for standard certification have been given "emergency" or "temporary" certificates. The number of these substandard certificates in use in a given year is one measure of the shortage of qualified teachers.

Each year in the late 1930's the 48 States issued only about 2,500 temporary certificates. In the fall of 1941 manpower shortages raised the number to an estimated total of 4,000 to 4,500. The current shortage of qualified teachers (principally for elementary schools) is so great, however, that during the school year 1950–51, the public schools will employ nearly 80,000 teachers with substandard certificates.

In 1949 State educational authorities were asked to estimate the number of additional teachers needed to reduce teacher load and to provide adequately for increased enrollments. The estimated total of so-called needed supply was 35,534 in 1949; the comparable estimate for 1950 was 36,988. These estimated needs are in addition to those untrained teachers among the emergency teachers who should be replaced. How many of the nearly 80,000 holders of substandard certificates are so poorly qualified that they should be replaced is un-

known. If it is assumed, that over 50 percent of the temporary teachers should be replaced, then the 1951 need for new qualified teachers would approach 100,000.

The estimated annual salary in 1950–51 of all instructional personnel in public schools (including classroom teachers, principals, and supervisors) is $3,080, which has a purchasing power of about $1,772 in prewar dollars. In comparison with earnings in other occupations, the school personnel have definitely lost ground during the past decade of war and readjustment. In 1939 the average salary of the instructional personnel was about $150 more than the average annual earnings of all employed persons. During the war years the salaries of school personnel fell far below those of employed persons in general. Since 1945 there has been some improvement, and by 1949 the salaries of the instructional personnel had about reached the average of all employed persons. If trends had continued teachers might have moved forward to a financial status approaching their prewar position, but earnings in industry have taken another recent upward turn that has not been matched by school salaries.

To restore instructional salaries to their prewar status in relation to earnings in general, the current average salary would not be the present estimated $3,080, but would be well above $3,400.

About 5 percent of the classroom teachers (or more than 45,000 teachers) are being paid less than $1,500 for their services in the school year 1950–51.

(d) Public school buildings and equipment

Investigations made in 1949 and 1950 by a number of governmental and nongovernmental organizations and agencies showed a grave shortage of school buildings and equipment in many parts of the United States. The shortage has resulted from a number of causes, principally the rapid increase in school-age population within the last several years, and wartime deferment of school construction.

Marked increases in school enrollments brought about by the increased birth rate during World War II may be expected to continue for several years. Except in a few war-congested areas receiving Federal assistance, school construction generally stopped during the war and repairs were neglected.

Several estimates of school housing needs were made by investigating agencies in 1949. The Senate Committee on Labor and Public Welfare reported finding a need for about 450,000 new classrooms and related facilities, which would cost perhaps a total of 10 billion dollars within the next 10 years. The Council of State Governments, summarizing estimates made by the States, reported an estimated need for between 440,000 and 480,000 new classrooms and accompanying facilities costing between 9 billion dollars and 11.5 billion dollars. The New York Times reported that a Nation-wide survey which it had conducted showed millions of children were attending classes in obsolete, unsafe buildings utterly unfit for educational purposes. The Times pointed to the need for a school building program costing 10 billion dollars within the next 10 years.

Assuming that 50,000 classrooms had been built since World War II and that another 50,000 will be built by nonpublic schools, the chief of the School Housing Section of the Office of Education in 1950 estimated there was a remaining need for 500,000 new public school

classrooms within the next decade. He estimated that the total construction of these classrooms plus the necessary supplementary facilities exclusive of land would cost about 13.5 billion dollars.

5. HIGHER EDUCATION

(*a*) *Enrollment and degrees conferred*

According to data compiled by the United States Office of Education, in the fall of 1950 a total of about 2,297,000 part-time and full-time students were attending institutions of higher education in the United States. The enrollment in the fall of 1950 was 6.5 percent less than the 1949 fall figure of 2,456,000 students.

The enrollment of veteran students had declined sharply since 1949. In the fall of 1950 about 572,300 veterans were enrolled as against 856,000 a year previous—a decrease of 33.2 percent. The percentage of the total enrollment comprised by veterans dropped steadily from the peak of 52 percent in the fall of 1946 to 25 percent in the fall of 1950.

The number of students attending college for the first time in the fall of 1950 dropped about 7.4 percent from the comparable figure of 1949. The peak enrollment of first-time students occurred in the fall of 1946, when about 696,000 students registered for the first time. The decrease in new students in 1950 was confined almost entirely to men.

Decreased enrollment occurred in the fall of 1950 in all types of institutions except the independent theological schools. Teachers colleges reported about the same loss of students in the fall of 1950 and in the fall of 1949—a loss of about 250 students each year. The percentage decline in the total enrollment in institutions of higher education for Negroes was considerably less than the percentage decline of enrollment in all institutions of higher education.

The year 1949–50 marked the crest in the postwar wave of undergraduate degrees. The large number of bachelor's and first professional degrees conferred in 1949–50 is a reflection of the large entering class in 1946. In view of the diminishing freshmen classes since 1946, an equally large graduating class in the near future is extremely unlikely.

The wave has now passed into the graduate schools. It is probable that during the next 3 years the number of graduate degrees will increase markedly.

In 1949–50 almost a half million students received bachelor's, master's, or doctor's degrees. This is 17.9 percent more than the number granted in 1948–49 and more than double the prewar high of about 216,000.

(*b*) *Finances*

The latest statistical report on finances in higher education prepared in the Office of Education gives data for the school year 1947–48. Following is an overview of the finances of 1,788 institutions of higher education in the continental United States for that year, supplemented by certain estimates made in the Office of Education for later years.

In 1947–48 the total current income of the 1,788 institutions amounted to a little more than 2 billion dollars. Of this amount approximately half (51.9 percent) was received by the 630 publicly

controlled institutions enrolling 50.7 percent of the students; the remainder (48.1 percent) was received by the 1,158 private institutions under control of churches and other nongovernmental organizations, enrolling 49.3 percent of the students.

The income of the 1,788 institutions for educational and general purposes amounted to slightly over 1.5 billion dollars in 1947–48. Approximately one-fifth (19.8 percent of that amount) was collected from nonveteran students; approximately one-fourth (23.7 percent) came from the Federal Government as tuition and fees for veterans. In addition the institutions received about $161,000,000, approximately 10 percent of the total, from the Federal Government for contract research and other services, making the total income from Federal funds about 33.7 percent of the income from all sources.

Private gifts and grants for the increase of endowment and other nonexpendable funds amounted to nearly $76,000,000. As might be expected, the bulk of this amount was received by institutions under private control, although more than $10,500,000, or 14 percent, was received by publicly controlled institutions.

The total current income of universities and colleges appeared to increase about 20 to 25 percent from fiscal 1948 to fiscal 1950, with some prospect of further increase in fiscal 1951.

Contributions of the Federal Government toward the support of higher education appeared to increase nearly 20 percent from fiscal 1948 to fiscal 1950, with prospect for some further increase in fiscal 1951.

These contributions appear to be changing in purpose. Payment of tuition and educational fees for veterans dropped about 25 percent from fiscal 1948 to fiscal 1950; but the increasing interest of the Federal Government in research caused an increase in contributions for this purpose great enough to overbalance the decrease in payments for tuition and education fees for veterans. (These payments do not include those made to veterans for subsistence.)

Total expenditures of the institutions of higher education for all current expenses in 1947–48 amounted to nearly 2 billion dollars ($1,883,000,000), of which approximately half, or 50.5 percent, was spent by publicly controlled institutions, and 49.5 percent by those under private control. Nearly 1.4 billion dollars of the total amount was spent for educational and general purposes. Estimates based upon enrollment in the fall of 1947 point to an average expenditure by all the publicly controlled institutions of about $708 per student enrolled. From estimates on the same basis it appears that the privately controlled junior colleges spent about $578 per student.

The current expenditures of institutions of higher education appear to have increased by about 25 percent from fiscal 1948 to fiscal 1950, with probable further increases for the current year. These increases in expenditures may seem incompatible with the decreases in faculty and apparent decrease of 2 or 3 percent in student enrollment which are indicated from current studies. The most probable cause of this seeming contradiction is the rapid general increase of prices.

(c) *Faculty*

Administrative and instructional staffs of institutions of higher education in the United States in 1947–48 totaled 223,600. The full-time equivalent of these persons was reported by the institutions as 143,243 men and 53,057 women, or a total of 196,300. The faculties

of higher education on the full-time equivalency basis were divided almost equally between publicly controlled (50.4 percent) and privately controlled (49.6 percent) institutions.

Studies now in progress in the Office of Education indicate a drop of about 3 or 4 percent in numbers of college officers and teachers for the country as a whole from 1948 to the current school year.

The findings from a study of instructional salaries in 41 selected colleges and universities for the academic years 1948–49 and 1949–50 have been reported by the American Association of University Professors. The 41 institutions from which the association's Committee on the Economic Status of the Profession obtained information represented a total enrollment of 251,310 students and a total of 13,551 full-time faculty. Among the findings were the following averages of instructional salaries reported by 38 of the institutions (confined to teachers on a 9- to 10-month basis):

	1948-49	1949-50	Increase
			Percent
Professors	6,753	6,899	2.2
Associate professors	5,138	5,189	1.0
Assistant professors	4,099	4,177	1.9
Instructors	3,154	3,287	4.2

(*d*) *Physical plant and facilities*

The 1,778 institutions of higher education which reported to the Office of Education in 1947–48 estimated their total investment in physical property and endowment and other nonexpendable funds as being nearly 6.5 billion dollars. Of this amount nearly 3.7 billion dollars was in the form of buildings, grounds, equipment, and other improvements, and a little more than $300,000,000 was in the form of money available but not yet spent for plant expansion.

These institutions received in 1947–48 about $365,000,000 for increase in physical plant and equipment. Slightly over $248,000,000, or 68 percent of this amount was received by institutions under public control.

According to estimates reported by the college and university administrators, provision of 265,000,000 square feet of floor space in new buildings will be required to meet minimum needs of higher education within the next 10 years. The total requirement includes 170,000,000 square feet of nonresidential plus 95,000,000 square feet of residential space. The cost of this construction including equipment and furnishings, but excluding land, would be about $5,000,000,000 at 1950 average prices. About 2.75 billion dollars of the amount would be expended by public institutions and 2.25 billion dollars by nonpublic institutions.

Public Law 475, Eighty-first Congress, approved April 20, 1950, made Federal loans available to institutions of higher education for construction or remodeling of housing facilities for faculty members and students. At the time of this writing no loans have been made under the provisions of this law because of the national emergency.

6. VETERANS' EDUCATION

By far the largest single educational program of the Federal Government in operation at present is that provided for the education of veterans.

By December 31, 1950, half of the 15,400,000 veterans of World War II had received educational benefits under Public Law 16 or Public Law 346, Seventy-eighth Congress, and 71 percent or 10,938,534 of the veterans had filed applications for benefits under these laws. Of 1,822,253 veterans who were in training 106,189 were receiving benefits under Public Law 16 and 1,716,064 under Public Law 346.

Expenditures for subsistence, tuition, books, supplies, and equipment under Public Law 346 from the beginning of the program through November 30, 1950, totaled $11,137,984,238. Comparable figures for Public Law 16 from the beginning of the program through November 30, 1950, totaled $1,285,118,321.

7. OTHER CONSIDERATIONS

A number of considerations other than those discussed in this report would enter into a comprehensive study of educational conditions in the United States. Some of these considerations, such as quality of instruction, are not susceptible to objective measurement on a Nation-wide scale. Concerning other matters affecting the progress and status of education, objective data are available in varying degrees of accessibility.

E. Organization and Functions of the United States Office of Education

1. ESTABLISHMENT, POSITION, AND BASIC PURPOSE

Interest in the establishment of an office, bureau, or department of education in the Federal Government may be said to date from the census of 1840, which was the first census in which educational statistics were included. Thereafter Henry Barnard and other educational leaders pressed for action. Organizations such as the National Teachers Association actively campaigned for a National Bureau of Education. At their meeting in Washington, D. C., in 1866, the National Association of State and City School Superintendents presented a memorial to the Congress urging the creation of such a bureau. Subsequently a bill creating a National Bureau of Education was introduced into the Congress by Representative, later President, James A. Garfield of Ohio. This bill, enacted into legislation and signed by President Johnson on March 14, 1867, established a Federal "Department of Education," headed by a Commissioner.

Subsequent congressional and Executive actions have several times changed both the name of this central educational agency and its position in the Federal structure. Originally independent, the Office was lodged in the Department of the Interior from 1869 until 1939, when it became a constituent unit of the newly created Federal Security Agency. After bearing the name of the Office of Education from 1870 to 1929, it has since been officially called again the Office of Education, often with the prefix "United States." These administrative and nominal changes are significant in that they indicate the nature of the historical background for a consideration of current legislative proposals affecting the administration of the Office.

The primary purpose of the Office of Education as set forth in the act which established it is that of—

collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems,

and otherwise promoting—

the cause of education throughout the country.[5]

Although the original statutory mandate to promote "the cause of education throughout the country" is rather inclusive, further legislation and Executive orders have expanded the functions of the Office of Education in specific spheres. These have included: (1) the administration of Federal funds appropriated as aids to education in the States, (2) the operation of specified programs, and (3) the conduct of special studies. Following is a brief historical account of the expansion of the responsibilities and activities of the Office.

2. GROWTH OF RESPONSIBILITIES

The act establishing the Office required that:

In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

This mandate, along with the statutory assignment to collect—

such statistics and facts as shall show the condition and progress of education in the several States

initiated the Office as essentially a research and reporting agency.

The several grants of land made by Congress to promote education which were audited by the Department of Education during its first year included those provided for the land-grant institutions under the Morrill Act of 1862.

Also in the first year of the operation of the Department of Education, the Congress requested the Commissioner to report on education in the District of Columbia. This report was the first of many surveys and studies of local and State school systems and educational institutions which have been reported by the Federal educational agency at intervals throughout its history.

In March 1885 the Secretary of the Interior delegated to the Commissioner of Education the responsibility placed upon the Secretary by the Congress for the education of children of school age in the Territory of Alaska. In 1905, however, the responsibility for the education of white children and children of mixed blood who lead a civilized life devolved upon the Governor of Alaska. In 1932 the duty of providing for the education of Eskimos and Indians of Alaska was assigned to the Bureau of Indian Affairs in the Department of the Interior.

The second Morrill Act, approved August 30, 1890, placed upon the Secretary of the Interior certain responsibilities regarding the administration of the land-grant colleges and universities. The Secretary delegated these duties to the Bureau of Education. The Office of Education has since administered these duties, including Federal grants-in-aid for the further endowment and support of the land-grant institutions.

[5] 14 Stat. 434; 20 U. S. C. 1.

On April 12, 1892, the President approved a congressional "Joint resolution to encourage the establishment and endowment of institutions of learning at the National Capital by defining the policy of the Government with reference to the use of its literary and scientific collections by students." The resolution provided for scientific investigators and students to have free access, under certain conditions, to Government collections and libraries. Included among agencies named to render such services was the Bureau of Education.

One of the few acts of Congress directly affecting the primary function of the Office (that of collecting and disseminating information) was approved May 28, 1896. In part the act declared that:

> The Commissioner of Education is hereby authorized to prepare and publish a bulletin of the Bureau of Education as to the condition of higher education, technical and industrial education, facts as to compulsory attendance in the schools, and such other educational topics in the several States of the Union and in foreign countries as may be deemed of value to the educational interests of the States, and there shall be printed one edition of not exceeding 12,500 copies of each issue of said bulletin for distribution by the Bureau of Education. * * *

In 1914 the Commissioner of Education promulgated certain guiding principles for the Bureau of Education which indicate the nature and extent of the responsibilities of the Bureau after nearly 50 years of service. Specifically the Commissioner declared the duties of the Bureau to be:

> 1. To serve as a clearinghouse of information in regard to education in the several States of the Union and in all the countries of the world.
> 2. To make careful and thorough studies of schools, school systems, and other agencies of education, of their organization and management, of methods of teaching and of such problems of education as may from time to time assume special importance, and to give to the people the results of these studies and also the results of similar investigations made by other agencies.
> 3. To give, upon request, expert opinion and advice to State, county, and city officials, and to respond to appeals from individuals and organizations for advice and suggestions for the promotion of education in any part of the country.
> 4. To serve as a common ground of meeting and a point of correlation for all educational agencies of whatever grade, both public and private, throughout the country.
> 5. To serve as a point of contact in education between the United States and other countries.
> 6. To cooperate with any and all persons, organizations and agencies in working out higher and better ideals of education, holding them before the people for their inspiration and formulating practical plans for their attainment.

The Federal Vocational Education Act (the Smith-Hughes Act) of 1917 established as an independent agency the Federal Board for Vocational Education to administer the act, and to make studies and reports to aid in the organization and conduct of vocational education in public secondary schools. In 1920 the Board received also the responsibility for administering the Vocational Rehabilitation Act of that year providing for the vocational rehabilitation of persons disabled in industry. In 1933 the functions of the Federal Board for Vocational Education were transferred by Executive order to the Department of the Interior. The Board became an advisory body. The Secretary of the Interior delegated its former functions to the Office of Education. The Office has since administered these functions except those relating to vocational rehabilitation, which were established as a separate Office of Vocational Rehabilitation within the Federal Security Agency in 1943.

An act of Congress in 1928 charged the Bureau of Education to make an annual inspection of Howard University.

Utilizing Federal emergency relief funds allotted to it, the Office of Education during the economic depression of the 1930's carried out a number of large educational projects using unemployed persons. The Office also gave assistance to the Civilian Conservation Corps and the National Youth Administration in the administration of their educational programs.

The Office administered several emergency programs during World War II. On June 23, 1940, the Congress authorized a program of training workers for war production, which was administered by the Office of Education. This became known as the war production training program. It involved distribution of funds through State boards for vocational education to pay the cost of approved training programs, and resulted in the training of about 7,500,000 workers for war industries. Appropriations for this program totaled $279,000,000.

Also in October 1940, the Congress authorized the Office of Education to administer a program in cooperation with degree-granting colleges and universities for the organization of short courses of college grade designed to meet the shortage of engineers, chemists, physicists, and production supervisors. This was called the engineering, science, and management war training program. More than 2,000,000 workers for war industries were trained under this program. Appropriations for this work totaled $60,000,000.

The Office of Education also administered a visual aids for war training program during World War II. The Office used appropriations totaling $3,500,000 for the development of nearly 1,000 educational films and also other visual aid tools to accelerate war training.

The student war-loans program administered by the Office of Education provided assistance to over 11,000 students taking training in designated technical and professional fields. A total of $5,000,000 was appropriated for this purpose.

In October 1940, the Congress established a program for the training of rural war production workers, which was assigned to the administration of the Office of Education. This program was designed to provide training in such areas as the repair and maintenance of farm machinery, food production, and food conservation. Originally known as the out-of-school-youth training program, it was finally called the rural war production training program. Under this program 4,200,000 students were benefited. The total appropriation amounted to $59,500,000.

During the war the Office cooperated with a number of other Government agencies in carrying out programs related to education. Among these activities were the provision of Federal aid under the Lanham Act for the construction and operation of schools in areas adversely affected by Federal activities, extended school services for the care of children of working mothers, salvage programs, and school transportation arrangements.

After the war the Office cooperated with the War Assets Administration in a large-scale program of channeling surplus war materials to schools and colleges. The Office also discharged a responsibility assigned to it by Public Law 697, Seventy-ninth Congress. This act required that the Commissioner of Education determine the educational needs of schools and higher institutions which requested that surplus buildings and facilities be donated to them in order that they might increase their enrollments of veterans.

While assuming from time to time new specific responsibilities assigned to it by the Congress or by Executive action, the Office of Education has continued to perform the basic functions set forth in the act which established it. With the growth of the Nation and the proportionate growth in importance of education to the national welfare, the primary responsibilities of the Office have increased in scope and significance.

3. PRESENT ORGANIZATION AND ACTIVITIES

The Office of Education is a constituent unit of the Federal Security Agency. Headed by the Commissioner of Education, the Office is organized in eight divisions. These respectively deal with matters pertaining to: (1) elementary and secondary schools, (2) vocational education, (3) higher education, (4) international educational relations, (5) school administration, (6) special educational services, (7) school assistance in federally affected areas, and (8) the national roster of scientific personnel. Professional and clerical workers of approximately equal numbers comprise the present staff of about 285 persons.

The annual appropriation for the administrative cost of operating the Office of Education is currently about $2,500,000. In addition, funds are transferred from other agencies of the Government for the cost of administering programs such as the national scientific register and the international exchange of teachers and students. The Office uses about $1,000,000 of its annual appropriation in administering and facilitating three grant-in-aid programs. One of these assists the States in providing vocational education of less than college grade. Another aids the States in providing instruction through institutions of agriculture and the mechanic arts, commonly known as the land-grant colleges.

The third program, recently established by the Congress, provides Federal aid for the construction, maintenance, and operation of schools in areas particularly affected by Federal activities. The total amount appropriated to the Office of Education for administering them is about $77,000,000 for the fiscal year 1951.

The Office devotes the remainder of its resources to the following major concerns: Educational organization and administration; methods of instruction; improvement of the teaching profession; development of international educational relations, the collection, analysis, and publication of basic statistical information; the maintenance of a national roster of scientific personnel; and the over-all planning and administrative services essential to the work in all these areas.

(a) *Division of Elementary and Secondary Schools*

The Division of Elementary and Secondary Schools is composed of three sections—a section on organization and administration of elementary and secondary schools, a section concerned with instructional problems of elementary schools, and a section concerned with instructional problems of secondary schools. The section on organization and administration concerns itself with problems of the structure and scope of elementary- and secondary-school programs. Public schools are organized in a wide variety of different ways, each of them effective for special purposes. Studies of best practices in this area are published by this section and disseminated for the use of educa-

tional leaders. The two sections on instructional problems concern themselves with the specific methods of instruction in the various subject matter areas and at the various levels of elementary and secondary education.

The staff of the Division cooperates closely with the State departments of education, teacher-education institutions, local school systems, and interested professional and lay organizations throughout the country.

(*b*) *Division of Vocational Education*

The Division of Vocational Education (1) administers Federal funds appropriated by Congress for this type of education, (2) promulgates policies which govern the use of these funds, (3) aids States in determining their vocational education needs and means of meeting them, and (4) in other ways assists the individual States in promoting and developing their vocational-education programs.

The Division provides services in the fields of agriculture, business, home economics, trade and industry, and occupational information and guidance. The Office of the Assistant Commissioner for Vocational Education administers these services and also gives aid to the States in planning and developing programs of vocational education for youth and adults.

The Division administers the Smith-Hughes Act of 1917 (39 Stat. 929; 20 U. S. C. 11–28), and the George-Barden Act (60 Stat. 775; 20 U. S. C. 15i to 15q) and Public Law 462, Eighty-first Congress, approved March 18, 1950, which provides for vocational education in the Virgin Islands.

(*c*) *Division of Higher Education*

The Division of Higher Education performs services to the Nation's colleges, universities, and professional schools. These services are furnished through three major sections—Organization and Administration, Education for the Professions, and Liberal Arts Education. The interest of this Division covers such problems as (1) educational organization on institutional, State, regional, and national levels, (2) finance, including both sources of income and purposes of expenditures as well as systems of financial and student accounting, and (3) student personnel services. Also within the scope of this Division's interest and research are materials and methods of instruction in the various subject-matter fields. Special attention is given to teacher education, to problems of professional preparation in such fields as health and engineering, and to the higher education of Negroes.

The Division administers funds appropriated for land-grant colleges under the Second Morrill Act (26 Stat. 417; 7 U. S. C. 322–326), the Nelson amendment (34 Stat. 1256, 1281–1282; 7 U. S. C. 322–326), and the Bankhead-Jones Act (49 Stat. 436, 439; 7 U. S. C. 329).

Besides publishing the results of its studies, the Division issues a semimonthly journal called Higher Education, and an annual Directory of Higher Education.

(*d*) *Division of International Educational Relations*

The program of the Division of International Educational Relations is designed to help the youth and adults of the United States to understand the life and culture of other nations, and to help other

peoples throughout the world to understand and appreciate our own democracy and civilization. The activities of the Division of International Educational Relations include the following services: (1) The preparation and publication of basic studies of foreign educational systems, (2) the evaluation of credentials of foreign students who wish to enter educational institutions in the United States, (3) the operation of programs for the exchange of students and teachers with other countries, (4) the maintenance of a roster of teachers in the United States seeking positions in foreign schools, (5) the preparation and exchange of materials for use in schools, (6) the promotion of extracurricular activities designed to develop understanding among students of the various nations, (7) assistance to visiting educators from abroad, and (8) cooperation with the United Nations Educational, Scientific, and Cultural Organization in carrying out its educational projects.

For administrative purposes, the Division is organized in three geographical sections—American Republics, Europe, and the Near and Far East—but in practice many of the programs cut across geographical lines.

(*e*) *Division of School Administration*

The Division of School Administration makes studies, furnishes information, and provides advisory and consultative services regarding (1) State and local school organization and administration, (2) financing of public schools, (3) school housing, (4) pupil transportation, (5) education of school administrators and educational leaders, and (6) legal provisions relating to the administration, financing, and related phases of the operation of the public-school system.

Working closely with State departments of education and local educational agencies, the staff of this Division exercises leadership through conferences, workshops, surveys, addresses, and other means to promote better school organization and administration. The Division also cooperates with other Federal agencies in their programs affecting the public schools.

This Division is responsible for the administration and coordination of the school-facilities survey in the States and Territories provided for in title I of Public Law 815, Eighty-first Congress.

(*f*) *Division of Special Educational Services*

The Division of Special Educational Services gathers basic statistics pertaining to education and disseminates these data and other significant information for the purpose of furthering the progress of educational at all levels. By promoting the effective, educational use of the various media of communication—printed materials, motion pictures, and radio and television—this Division serves educational agencies and associations, educators, the staff of the Office of Education, other Federal agencies, and other persons engaged in educational activities.

The Division operates the following services: Research and Statistical, Information and Publications, Service to Libraries, Visual Aids to Education, and Educational Uses of Radio.

The Research and Statistical Service periodically surveys and reports on school and college enrollments, educational income and expenditure, and school plants and equipment. The Service also reports other statistical research findings of value to State and local

school administrators and teachers. It gathers and interprets statistical data for specialists in other divisions of the Office of Education, and counsels State and local school systems on problems of educational records and financial accounting.

The Information and Publications Service edits, manages the printing of, and distributes various publications of the Office of Education, including School Life, its official monthly journal. This Service is also responsible for reporting educational information of interest to editors and writers for newspapers and magazines.

The Service to Libraries Section promotes the development of school, college, university and public libraries throughout the United States. It collects and interprets basic data on book collections, finances, personnel, and services to school and public libraries, and makes this information available to educators through bulletins and other publications. The Service also makes special studies in the library field for the use of appropriating and governing bodies.

The work of the Visual Aids to Education Section is directed toward increasing the understanding of motion pictures and other visual aids, improving their quality and facilitating their distribution and use. The section supervises the distribution to schools of hundreds of Government pictures and film-strips, and advises on the effective use and evaluation of visual aids to classroom teaching.

The Educational Uses of Radio Section assists State departments of education, colleges, universities, and local school systems in planning their own educational broadcast stations and organizing their programs. The section advises school systems and teachers regarding the selection and use of audio equipment, and otherwise promotes the use of radio for educational purposes.

(*g*) *Division of School Assistance in Federally Affected Areas*

The Division of School Assistance in Federally Affected Areas is responsible for the administration of Public Law 874 and title 2 of Public Law 815, Eighty-first Congress. These laws make provisions for assistance to schools in federally affected areas, the former for current operating expenses and the latter for school construction.

The Division receives and processes applications from local school districts affected by Federal activities. After an application has been processed, recommendations are made to the Commissioner of Education with respect to the several determinations required by the respective laws regarding it. This involves ascertaining (1) the per capita expenditures required to educate children in specific local school district, (2) which school districts are most nearly comparable to the applicant's, (3) whether or not Federal impact is temporary or permanent, and (4) other matters relating to the Federal responsibility for assistance.

The Division is supported by a small field staff. Field representatives serve several States and work primarily with State departments of education, through which all local applications must be submitted.

This program is closely related to the defense activities of the United States, since nearly all school systems receiving assistance under this program are overburdened because of such activities.

The Division is also responsible for making arrangements for the education of children residing on Federal property in the States, and in Alaska, Hawaii, Puerto Rico, and the Virgin Islands, when no local

educational agency is able to provide sufficient free public education for such children. This type of service is required primarily for isolated military posts.

The Division is responsible for preparing reports for submission to Congress pertaining to the administration of these programs.

(*h*) *The National Scientific Register project*

The National Scientific Register project functions as a Division within the Office of Education. It was established in the Office by agreement with the National Security Resources Board, to deal with mobilization planning as it relates to the Nation's supply of, and requirement, for, scientifically trained personnel. It is expected that the functions will be assumed and continued on a permanent basis by the National Science Foundation, which has permanent responsibility for this activity, as soon as that newly established agency is organized to take up this work.

The project includes three principal activities: (*a*) Development, at a central point in Government, of a selective, analytical inventory of the Nation's specially trained and highly skilled personnel in important scientific fields, including the recording and evaluation of special scientific competency; (*b*) the consolidation and centralization in one place of various scientific personnel registration activities now being independently carried on, for the purpose of establishing a single focal point in Government to participate in any placement program which might be initiated in the event of a full mobilization; (*c*) the inauguration and conduct of a variety of statistical and research studies. The studies will cover such factors as (1) the character and distribution of the national supply of manpower in the various scientific fields, (2) the potential requirements for scientific personnel in the event of mobilization, (3) steps which might be taken to improve the national position in shortage areas, and (4) the development of techniques, including relationships with American science, designed to provide the most effective methods of registering scientific skills.

The work of the National Scientific Register is carried on in cooperation with institutions of higher education and the principal scientific and professional societies of the country.

4. FUTURE ROLE OF THE OFFICE

The following discussion of the prospective responsibilities of the Office of Education and its future role in the Federal Government and in the national life was prepared by the Commissioner of Education for inclusion in this report to the Congress.

Primary responsibility for conducting and promoting American education rests with the States and the local school districts. The responsibility of the Federal Government to promote the cause of education, by (*a*) aiding the States and local schools and school systems to meet their problems better and (*b*) conducting educational activities germane and essential to Federal operations, can be fully discharged only as the Federal Government's educational agency renders effective service in appropriate areas. While leaving control and supervision within the States, the Federal Government cannot avoid assuming greater responsibility for education at all levels. The fact that many current educational problems extend beyond the borders of any single commonwealth demonstrates the need for national leadership. This leadership can be provided by a more adequately staffed Office of Education within the Federal Security Agency. The activities of this Office should not reduce or nullify the high qualtiy of local leadership in many sections of the country, but should supplement and encourage it. Among

the tasks which the Office of Education, Federal Security Agency, should be in a position to perform successfully are the following:

1. *Maintain a repository of information concerning the educational activities of all branches of Government.*—It is estimated that the Government spends about $3,000,000,000 a year for various kinds of education and training in its several branches. It is not suggested that the United States Office of Education should dictate policies with respect to these programs of education nor that it should control the operation of such programs. Under the enabling act of 1867, however, the Office was specifically charged with the responsibility of maintaining a body of information concerning education in the United States. The language of this act certainly would include the maintenance of information about the educational activities of the various branches of Government itself as well as the activities of the school systems of various States. There is at present, however, no central repository for information of this type.

In order to acquire the facts concerning education and training in the various branches of Government, appropriate machinery should be established for assembling this information regularly and in such form that it can be compiled into a general report. The Office of Education should have staff members whose responsibility it would be to collect information from the various Departments and Bureaus in the Government and put this information into form immediately usable by the officers of Government, particularly by the Members of Congress and the executive branch who must make policy with respect to the place of education in the Government. Such information would also, of course, be of interest and use to persons and agencies outside the Federal structure.

2. *Maintain a continuous survey of American education.*—Such a continuous survey, supplied by an adequately equipped and staffed Office of Education, could furnish data while it is still current, in usable form. The survey could indicate the current status of education at any time, and show trends, as the bases for understanding the problems and progress of State and local school systems and of higher education throughout the Nation. Emerging problems, directions of development, needs within regions at all educational levels and in all varieties of institutions, could be kept in review. Use should be made of the many specialized or less comprehensive studies conducted by other agencies, both public and private, bringing such circumscribed reports and analyses into the larger framework of national perspective, filling the gaps between these studies, avoiding duplication of effort or services, and producing an all-embracing continuing survey of education for use by the thousands of individuals and institutions which now, because of inadequate information, often are forced to work in the dark.

3. *Sponsor conferences on all aspects of education of national concern.*—Without duplicating or replacing the services of many public and private bodies which also convene meetings to consider problems of education which are national in scope, the United States Office of Education, Federal Security Agency, should continuously identify the large issues and problems before the educators of the country and call meetings for the discussion and possible resolution of these problems. Only the resources and prestige of the Government can make such fully effective deliberative assemblies possible. The national importance of such services can hardly be exaggerated. If the Nation, either in peace or in war, is to deal effectively with emerging educational problems, there must be developed within the Federal Government machinery for dealing with educational matters of national importance, and for utilizing the insights and advice of the Nation's educators and other citizens.

4. *Prepare reports and recommendations for the Federal Security Administrator, the Bureau of the Budget, and the other agencies of Government concerning legislative, executive, or other governmental action relating to education at all levels.*—If the various persons and agencies in Government are to have the best available professional counsel, studies and reports on contemplated action are indispensable. This will often require extended discussions between the personnel of the United States Office of Education and representatives of other branches of Government having an interest in, or a contribution to make to, specific educational planning. The Members of Congress especially should be able to get information and advice on educational and related matters quickly and reliably. This service should prove so valuable that all agencies of Government, and other organizations and institutions as well, would turn to it automatically for professional advice.

5. *Administer Federal grants to the States for educational purposes and administer Federal educational programs which operate through agencies at the State, local, or institutional level.*—This proposal is aimed to coordinate the activities of Government in the field of education and to centralize responsibility for the distribution

of Federal funds within one governmental agency. The execution of this policy will require the modification through legislative action of some existing laws. It will also require consultation in the future between representatives of the various branches of Government proposing legislation affecting education. The implementation of this plan will require the cooperation of the Bureau of the Budget in sending proposals relating to education to the United States Office of Education for study and comment before action is taken, or indeed if possible before planning has neared a stage of completion in order that full advantage may be taken of such suggestions as may be made by educational experts.

6. *Help educators and Government to focus on basic problems which must be solved if the Nation is to be successful in the defense effort.*—In the period of the present emergency the Office of Education has a special responsibility. The National Security Resources Board has designated the Office of Education, Federal Security Agency, as the central focal point for information flowing to and from the agencies of Government on the one hand and the Nation's educators, schools, and colleges on the other hand. Lack of information leads to diffused effort, often resulting in duplication of services and frustration. The Office of Education can help both Government and educators to achieve a common focus on essential problems.

PART 2

CRITICISMS AND RECOMMENDATIONS CONCERNING FEDERAL POLICIES IN EDUCATION

(Emanating from organizations and agencies and from the President of the United States)

(JANUARY 1951)

PART 2

CRITICISMS AND RECOMMENDATIONS CONCERNING FEDERAL POLICIES IN EDUCATION (EMANATING FROM ORGANIZATIONS AND AGENCIES AND FROM THE PRESIDENT OF THE UNITED STATES)

A. Analytic Summary of Part 2

1. POLICY CRITICISMS AND RECOMMENDATIONS FROM GOVERNMENTAL ADVISORY COMMISSIONS

For 20 years, at least, various advisory commissions convoked by action of the Congress, the President, or heads of Federal agencies have been recommending specific Federal policies and programs in the field of education. Concerning a number of components of the broad question as to what the Federal Government should or should not do in educational matters, expressions of opinion from these advisory groups have been in impressive agreement. In general the recommendations of these official bodies have not been put into effect; in spite of the passage of time they are still applicable to the present conduct of Federal educational activities.

Regardless of whether any one of them has been called a "commission," "committee," "conference," or "board," the governmental organizations here under consideration have functioned wholly or partially as Federal advisory commissions on education. Their conclusions have been based upon extensive research and study, usually covering a period of years. Altogether their published reports comprise many volumes, one of the committees alone having published 21 reports and staff studies.

Following is a brief summary of some of the broader and more significant findings, critical comments, and recommendations of these commissions. Since the language used by these groups to express similar recommendations and criticisms has varied widely, and since most of the recommendations have been made with reservations and qualifying comments, it should be understood that this is only a summary of the basic ideas expressed. For the more detailed recommendations and criticisms made by any one of these groups the reader should refer to the material concerning it appearing under the heading "Governmental Advisory Commissions" following this summary.

As early as in 1931 the National Advisory Committee on Education appointed by President Herbert Hoover drew attention to the extensiveness of Federal educational activities and to their wide dispersion throughout the Federal structure. Respecting these matters, the Advisory Committee on Education appointed by President Roosevelt, in its report published in 1938, emphasized the findings of the earlier committee. In 1948 the Task Force on Education appointed by the Hoover Commission on Organization of the Executive Branch of the

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Government reported that practically every major department and independent agency of the Federal Government was participating in educational activities not carried out through State channels.

Outstanding among programs advocated in the advisory committee reports of 1931 and 1938 is the proposal for Federal grants-in-aid to the States for education in general, with emphasis on aid toward equalization of educational opportunity. In supporting this proposed program the two advisory committees named have been joined by the National Resources Planning Board (1939), the White House Conference on Children in a Democracy (1940), the Committee on Planning for Education (1941), the Committee on Intergovernmental Fiscal Relations (1943), the President's Commission on Higher Education (1946), the Task Force on Education appointed by the (Hoover) Commission on Organization of the Executive Branch of the Government (1947), and the Midcentury White House Conference on Children and Youth (1950).

Some other programs which several of these groups have supported are the following: (1) adequate Federal provision for the education of children residing on Federal reservations and other Federal properties exempt from local taxation, (2) Federal aid for students in higher education, (3) adequate Federal provision for the education of native peoples in the national domain, and (4) strengthening the United States Office of Education to give it leadership in educational matters of national concern.

Some of the principal adverse criticisms expressed in the reports are: (1) That the Federal Government has never established a comprehensive policy or program for its educational activities, but has initiated policies of far-reaching effect as mere incidents of some particular attempt to induce an immediate and particular efficiency, (2) that these policies are inconsistent and sometimes conflicting, (3) that there is a deplorable lack of coordination of Federal educational programs, (4) that the United States Office of Education has been kept too weak to fulfill its proper functions, (5) that the Federal Government has engaged in overlapping and independent promotions of curricula in highly specialized fields while neglecting the general curricular needs of the country, (6) that, unfortunately, direct Federal aid to local schools has circumvented State departments of education, and (7) that aggressive Federal agencies have promoted their causes through education without regard to over-all development of education.

Recommendations of the governmental advisory commissions have not been in agreement respecting the questions of (1) whether the United States Office of Education should be an independent agency in the Federal structure, and (2) whether the Federal educational programs should be concentrated in the Office of Education.

2. EXPRESSED POSITIONS OF NONGOVERNMENTAL ADVISORY GROUPS

Over a period of years various advisory groups affiliated with national, nongovernmental organizations interested in education have added their voices to those of the governmental commissions named in the preceding discussion. These nongovernmental bodies have likewise arrived at their conclusions through extensive study and deliberations, and have published voluminous reports. Following is a summary of what appear to be the more significant and basic criticisms

and recommendations expressed in these reports. For a consideration of the exact language used and qualifying comments made by any one of the groups the reader should refer to the material appearing under its name in the later section of this report headed "Nongovernmental advisory commissions."

As in the case of the governmental advisory commissions, these nongovernmental groups have been most united in their support of the principle of Federal financial aid to the States for education in general. The following groups have joined in recommending a program of this kind: The National Conference on the Financing of Education (1933), the National Committee on Coordination in Secondary Education (1941), the American Youth Commission (1943), the Interstate Committee on Postwar Reconstruction and Development (1944), and the Educational Policies Commission and the Problems and Policies Committee (in a joint report published in 1945).

While these nongovernmental commissions have concerned themselves principally with the issue of Federal aid to the States for education, several of them have included in their reports recommendations, in substance, (1) that educational leadership, as distinguished from educational control, should be established, as a proper and major function of the Federal Government, and (2) that the Federal Government should establish a clear-cut policy defining its relations to education.

Criticisms advanced by one or another of these commissions have included the following ideas: (1) that very bad educational conditions have been allowed to develop in some localities of the United States because of dependence upon local property taxation for school support, (2) that a large number of Federal agencies have been carrying out their educational programs independently rather than as part of an adequately integrated, national educational effort, (3) that piecemeal Federal legislation to meet educational problems has been hasty, indirect, and expensive, and has resulted in Federal controls over education, (4) that the GI bill of rights has provided for an undesirably centralized pattern of Federal administration of educational benefits for veterans involving direct Federal contact with the schools and colleges, and (5) that there has been a demand in Federal circles that the young men of America be placed under control of the Federal Government for military training for at least 1 year of their lives.

3. POLICIES ADVOCATED BY ACTIVE ORGANIZATIONS AND AGENCIES

In addition to the advisory commissions already named, many active organizations and agencies of national importance have recently expressed their views concerning existing and proposed educational programs. Their opinions have been voiced through policy statements, resolutions, memoranda prepared by their leading officials, and other media. Undoubtedly the extent to which these expressions represent the attitudes of the constituent members of the organizations and agencies varies widely. In evaluating these expressions of opinion consideration should be given to a number of factors contributing to the significance of the statements. However, the material concerning the attitudes of organizations included in the present study may be regarded as indicating to a significant degree the opinions of their respective constituencies.

Following is a summary of relevant expressions of opinion emanating from a number of important organizations and agencies which represent various cross sections of American life and which have taken an interest in matters dealt with in this report. In assuming positions with respect to these matters most of these groups have expressed qualifying considerations. Therefore, it is not feasible to summarize their positions except in terms of what appear to be the most basic ideas. For the exact position of any organization or agency the reader should refer to the latter section of this report headed "Policies advocated by active organizations and agencies."

The number and variety of organized groups whose relevant views have been investigated by the writer has been limited by consideration of the time available for this study and the space restrictions of the report. Undoubtedly many organized groups other than the selected, representative organizations named herein have taken positions in relation to questions of Federal policy in educational matters.

The educational issue concerning which the largest number of organizations and agencies included in this study have expressed themselves is that of Federal aid to the States for elementary and secondary education in general. The study has shown that among organizations and agencies which have endorsed the principle of such aid are the following: The American Association of School Administrators, the American Association of University Women, the American Council on Education, the American Farm Bureau Federation, the American Federation of Labor, the American Federation of Teachers, the Association of Land-Grant Colleges and Universities, the American Parents Committee, the Democratic Party, the Congress of Industrial Organizations, the Federal Council of the Churches of Christ in America, the General Federation of Women's Clubs, the League of Women Voters of the United States, the National Catholic Welfare Conference, the National Congress of Colored Parents and Teachers, the National Congress of Parents and Teachers, the National Council of Chief State School Officers, the National Education Association, the National Farmer's Union, the National Grange, the Synagogue Council of America, and the United States Office of Education.

Of the material furnished by organizations included in this study, only the statement received from the Chamber of Commerce of the United States appears definitely to express opposition to Federal aid to the States for education in general. (The chamber has approved Federal aid for certain specific purposes such as vocational education.) The National Association of Manufacturers advocates that local and State governments "fulfill their responsibility by providing adequate support for the whole educational program."

Organizations named in this report which have expressed or implied opposition to the use of Federal funds in direct or indirect aid to nonpublic schools have included the American Association of School Administrators, the American Federation of Labor, the American Association of University Women, the International Council of Religious Education, the National Congress of Parents and Teachers, the National Council of Chief State School Officers, the National Education Association, the Southern Baptist Convention, and the Synagogue Council of America. Of the organizations represented in this report only the National Catholic Welfare Conference has recommended specifically that Federal funds be made available in aid to private schools for auxiliary school purposes.

A number of the important and representative organizations included in this study have also expressed approval of the basic ideas that the Congress[1]—

(1) Establish the United States Office of Education as an independent agency under the general direction of a National Board of Education.

(2) Increase appropriations to the United States Office of Education or otherwise strengthen it, without regard to its position in the Federal structure.

(3) Establish a national system of federally financed scholarships and loans to students in higher education.

(4) Strengthen existing provisions for Federal promotion of various types of vocational education.

(5) Provide for further promotion by the United States Government of international exchange of teachers and students and other international educational activities designed to foster goodwill among the nations.

(6) Provide for general Federal participation in financing construction of public school buildings.

(7) Make adequate appropriations for the education of children living on Federal reservations and other Federal properties exempt from local taxation.

(8) Provide for adequate Federal support of education in localities overburdened with school enrollments and having a reduced tax base as a result of Federal activities and land purchases.

(9) Establish provisions for the coordination of Federal educational activities.

(10) Establish a Federal labor education extension service in the Department of Labor.

(11) Provide for improvement in the administration of Federal educational benefits for veterans.

(12) Provide Federal aid specifically for medical, dental, and nursing education.

Some of the other Federal actions recommended by one or more of the organizations whose views have been included in this study are: (1) Creation of a Federal department to administer health, education, and security functions; (2) provision for "adequate" Federal financing of the school-lunch program; (3) establishment of an Education Reference Service in the Library of Congress; (4) granting of Federal aid to higher education for resident teaching purposes; and (5) authorization of Federal grants to colleges for specific services to the Government.

4. RECOMMENDATIONS FROM THE PRESIDENT OF THE UNITED STATES

From time to time Presidents of the United States have recommended Federal policies and programs in the field of education. Following the precedent set by President Franklin D. Roosevelt, President Truman has repeatedly advocated measures involving the assumption of further Federal responsibility in this field. Emphasizing the importance of education to the national safety and progress, the President has recommended a variety of specific Federal educational programs and other Federal actions concerning education. Without

[1] Legislation respecting several of these matters was enacted by the 81st Cong.

attempting to cover all of his recommendations affecting education during the period specified, following is a summary of the President's recommendations and declarations more specifically concerned with education during 1949 and 1950. The exact language used by the President is given later in this report.

1949.—In his economic report of January 7, and in his budget message of January 10, the President recommended: (1) A Federal program of aid to the States for elementary and secondary education; (2) cooperation of the Federal Government with public agencies and private institutions in providing a national system of general scholarships and fellowships; (3) a federally financed survey of educational-building needs and the most feasible methods of meeting them.

On February 21, the President recommended expansion of the educational programs carried out by the Institute of Inter-American Affairs in cooperation with other governments in Latin America.

Declaring education to be "our first line of defense" and "the most important task before us," in an address on March 8, President Truman again recommended Federal grants to help the States meet the operating expenses of elementary and secondary schools. Also he again recommended a "soundly conceived Federal scholarship program" in higher education.

On April 22, the President proposed Federal aid specifically for medical schools and for scholarships for medical students. On September 10, he expressed belief of the existence of an urgent need to establish a comprehensive Federal policy and plan with respect to the education of all children living on Federal property not subject to State and local taxation, and the education of children living in communities adversely affected by Federal activities.

1950.—Declaring national deficiencies in education to be "compelling," in his economic report to Congress on January 6, 1950, President Truman repeated his recommendations for new Federal educational programs including: (1) Measures to expand enrollments in schools of medicine, nursing, dentistry and public health; (2) aid to the States for elementary and secondary education; (3) provision of funds for a survey to determine the extent of the need for school construction; and (4) limited aid to young people "financially unable to secure the higher education essential to the full development of their talents."

The President's budget message to Congress on January 9 set forth in detail his proposals for Federal promotion of elementary, secondary and higher education.

On March 2, in reply to a letter from the chairman of the House Committee on Education and Labor enclosing a resolution adopted by that committee, President Truman reiterated in strong terms his recommendation for a Federal program of aid to the States for education. In the letter he pointed out also that he had long recommended creation of a new department to "include the present Office of Education and other governmental functions in the field of education, health, and welfare." In remarks at Havre, Mont., on May 12, the President decried the "false bugaboo of Federal control over education" and again declared that the Federal Government should provide financial assistance to the States for general educational purposes.

(End of summary of Part 2.)

B. Expressions From Advisory Commissions (1929–50)

1. POLICY CRITICISMS AND RECOMMENDATIONS FROM GOVERNMENTAL ADVISORY COMMISSIONS

(*a*) The National Advisory Committee on Education (1929).
(*b*) The United States Advisory Committee on Education (1936).
(*c*) The National Resources Planning Board (1939).
(*d*) The President's Commission on Higher Education (1946).
(*e*) The Commission on Organization of the Executive Branch of the Government (the Hoover Commission) (1947).
(*f*) Other governmental advisory groups.

Within recent years a number of advisory groups of prominent educators and laymen convoked by action of the Congress, the President, or heads of Federal agencies have issued reports containing criticisms and recommendations concerning existing and proposed Federal activities in education. The conclusions of these official bodies have been based upon extensive study and research, usually covering a period of years. The reports of the groups named in the following pages are available in published form. Altogether they number many volumes. Time and space limitations of the present study do not permit inclusion of a digest of these reports as a whole. However, besides identifying the commissions which issued them, the following pages set forth some of the broader and more significant criticisms and recommendations which they contain. In general, the recommendations have not been put into effect. In spite of the passage of time they are applicable to the present conduct of Federal activities in the field of education.

(*a*) *The National Advisory Committee on Education* (*1929*)

The National Advisory Committee on Education was appointed by President Herbert Hoover in 1929. Regarding the task of the Committee, in his message to Congress on December 3 of that year the President said:

> In view of the considerable difference of opinion as to policies which should be pursued by the Federal Government with respect to education, I have appointed a committee representative of the important educational associations and others to investigate and present recommendations.

A grant of $100,000 from the Julius Rosenwald Fund financed studies made by the Committee, in which assistance was obtained from a number of research collaborators and special consultants in various parts of the country.

Following is the essence of some of the broader and more significant findings and recommendations which the Committee [2] set forth in its two-volume report:

The multitudinous Federal educational activities are scattered throughout the various Federal departments and independent agencies, among which there is little evidence of cooperation in the discharge of educational responsibilities having the same major purpose.

The Federal Government has no inclusive and consistent public policy as to what it should or should not do in the field of education. Whatever particular policies it seems to be pursuing are often inconsistent with one another; sometimes they are in conflict. They sug-

[2] The representatives of Catholic and Negro education, respectively, submitted minority reports regarding establishment of a Federal Department of Education and special grants for Negro education.

gest a haphazard development, wherein policies of far-reaching effect have been set up as mere incidents of some special attempt to induce an immediate and particular efficiency. Establishment of a comprehensive, forward-looking, and coherent public policy in this field will be necessary to effect great improvements in the administration of Federal educational responsibilities.

There are national responsibilities for education which only the Federal Government can adequately meet. The American people are justified in using their Federal tax system to give financial aid to education in the States. Federal aid should be given to education as a whole rather than to particular types of training. Requiring the matching of Federal money grants with State or local funds is an undesirable policy in the field of education.

The Federal Government is definitely obligated to guarantee or provide facilities necessary to the education of peoples resident on areas directly under its control. It has special responsibilities to provide for the education of native peoples resident in our national domain. It should formulate a more comprehensive and unified policy in regard to provisions for education in the Territories and outlying possessions of the United States.

The Federal Government should encourage the widespread use of school and course training for its personnel in order to improve the services of the Government. It should develop its research and information services with increasing emphasis on comprehensive research and on the diffusion of information needed for decision on critical national issues. It should extend the educational activities of the United States in cooperation with other countries, particularly those in the Western Hemisphere.

The time has come to establish a Federal headquarters for education competent to meet the increasing national responsibility in this field. The committee recommends establishment of a Department of Education with a secretary in the President's Cabinet.

(*b*) *The* (*United States*) *Advisory Committee on Education* (*1936*)

The (United States) Advisory Committee on Education (at first called the President's Committee on Vocational Education) was appointed by President F. D. Roosevelt in 1936. In a letter to the chairman early in 1937, the President pointed out that numerous educational bills were pending in the Congress. He asked the committee to give extended consideration to the whole matter of Federal-State-local relationships in education.

The report and staff studies of the committee, together comprising 21 volumes, were printed in 1938 and 1939. The proposals of the committee related principally to the role of the Federal Government in aid to education in the States. Following is a brief summary of the findings and recommendations.

Federal activities in education began as early as 1800. Nearly every department of the Federal Government now carries out extensive educational functions.

Past Federal participation in education has been required by the fact that locally supported programs of education have never been adequate to accomplish all vital national purposes. Their relative inadequacy is increasing, not because the local programs do not improve but because they do not improve rapidly enough to meet increasing needs.

The ability of the States and local communities to provide education has always been unequal. That inequality has been magnified, however, by the recent great changes that have taken place in social and economic conditions. At the same time, education has become increasingly important.

In providing funds to more nearly equalize educational opportunity, the most efficient taxes are the Federal taxes on incomes and estates. These taxes are collected chiefly in the richer areas, where the resources available to local taxation are more than adequate for the support of schools. There are definite limits on the extent to which any individual State can use taxes based upon ability to pay, such as the income and estate taxes. These are the taxes which above all others should be used to provide funds for equalization purposes. They can be applied effectively on a large scale only by the Federal Government.

The committee recommends new Federal grants for the following educational purposes: (1) general aid to elementary and secondary education, (2) improved preparation of teachers and other educational personnel, (3) construction of school buildings to facilitate district reorganization, (4) improved administration of State departments of education, (5) educational services for adults, (6) rural library services, and (7) cooperative educational research, planning, and demonstration.

The committee also recommends, among other proposals, (1) revision of the statutes providing Federal aid for vocational education, (2) Federal aid for students from 16 to 24 years of age, inclusive, (3) Federal appropriations for counseling through the United States Employment Service, and for apprentice training, (4) establishment of a permanent policy assuring educational opportunities to all children of Federal employees on reservations and at foreign posts, (5) continued functioning of the United States Office of Education predominantly as an agency for research and leadership in education, and (6) establishment of an interdepartmental committee to coordinate the educational activities of the various agencies of the Federal Government.

(*c*) *The National Resources Planning Board* (*1939*)

In conformity with an act of Congress approved June 7, 1939 (53 Stat. 813), the National Resources Planning Board was established in the Executive Office of the President, effective July 1, 1939. An Executive order of September 8, 1939, authorized the Board to collect, prepare, and make available to the President, with recommendations, such plans, data, and information as might be helpful to a planned development and use of national resources, including human resources. The Board published its findings and recommendations in numerous volumes issued over a period of several years.

In accordance with instructions from the President, during 1942 and 1943 the Board concentrated its activities on correlating plans and programs under consideration in many Federal, State, and private organizations for postwar full employment, security, and building America. Part I of its report for 1943, entitled "Postwar Plan and Program," brought together some of its plans and recommendations for the period of postwar development of the Nation's expanding economy.

Respecting education the Board recommends—

(I) that equal access to elementary- and high-school education be assured all children and youth;

(II) that equal access to general and specialized education be made available to all youth of college and university age, according to their abilities; and

(III) that adequate funds be made available by the local and State governments and underwritten by the Federal Government to carry out these recommendations of the Board.

In developing these primary recommendations in its report, the Board set forth a number of subsidiary recommendations and supporting ideas, including the following having special bearing upon the role of the Federal Government.

The services of the United States Office of Education and State departments of education should be expanded and developed to provide adequate research facilities and educational leadership to the Nation. The United States Office of Education has never had the financial support to provide adequate leadership to the States and the Nation in this field. In the future the Office of Education should become the major instrument of educational research and planning. Its services should be expanded and improved.

Most of the increases in expenditures for education in the postwar period must be financed principally if not entirely by Federal funds. Inequalities of the tax burden for education within and among the States should be reduced through the distribution of State and Federal funds on the basis of need. Measured in terms of the number of children and youth to be educated and the ability to raise school revenue, some States are six or seven times as able as others to support education. Not even an approximate approach to equality of educational opportunity can be achieved unless the great disparities in the ability to support education among and within States are materially reduced. The only agency that can remedy the inequality among the States in the tax burden for education is the Federal Government. It should accept this role.

Federal funds should be used primarily to improve educational opportunity in States where the need is greatest. Need is determined in large part by the number of persons to be educated and the financial ability of the States to raise revenue.

Authority for the allocation of grants might well be vested either in a special board established for this purpose or in the United States Commissioner of Education with the approval of the Federal Security Administrator. The agency to which this authority is granted should be required to allocate the funds among the States annually in accordance with their financial need. It should develop and use an objective formula based upon number of children of school age as estimated by the Bureau of the Census, the financial ability of the States as calculated by an appropriate Federal agency, possibly the Treasury, and such other factors as may be relevant.

(*d*) *The President's Commission on Higher Education* (*1946*)

On July 13, 1946, President Truman established the President's Commission on Higher Education. He charged its members with the task of examining the functions of higher education in our democracy and determining the means by which these functions can best be performed.

The magnitude of the issues involved prompted the Commission to incorporate its findings and recommendations in a series of six volumes.

Following are in substance some of the more significant comments and recommendations which they contain relative to the role of the Federal Government in education.

The Federal Government assumes responsibility for supplementing State and local efforts in military defense against the Nation's enemies without; surely it may as justifiably assume responsibility for supplementing State and local efforts against educational deficiencies and inequalities that are democracy's enemies within.

Existing programs and proposals indicate that the Federal Government recognizes the desirability of providing financial aid to students in higher education, because of the public benefits which accrue. This Commission believes, however, that a general program of national grants-in-aid and graduate fellowships, equally available within the limits of the Federal appropriation to all eligible students, will make specialized and piecemeal programs unnecessary and unwise. By having all general grants and fellowship programs administered within a single program, the competition among the various programs can be eliminated. This is imperative to meet total national needs.

A national program of Federal scholarships in the form of grants-in-aid should be provided for at least 20 percent of all undergraduate, nonveteran students. The basis of individual need, coupled with the requisite qualifications of total personal abilities and interests, should be the controlling factor in the selection of the recipients of such aid.

In order to provide appropriate and adequate encouragement of graduate study beyond the baccalaureate degree and to assure the Nation an adequate supply of highly trained personnel, the Commission recommends a program of fellowships for graduate study.

The individual undergraduate student benefiting from the scholarship program should have a free choice nationally among approved institutions. The maximum amount of money available per undergraduate student per year should be $800. Methods of allocating this sum within the several States should be on a basis which takes account of the number of each State's high school graduates and total college age population.

Fellowships for graduate students should have the value of $1,500 per student per year. The candidates should be selected on the basis of a national competitive examination and the student should be free to make his choice of the institutions he would attend.

The Commission recommends a fundamental change in the position given to the central education agency in the Federal Government. First, the financial support given to the United States Office of Education must be commensurate with the great tasks confronting that agency. Second, the status of the agency within the framework of the Government must be raised. Regardless of the manner in which this is done the status of education in the Federal Government must be raised before the Government will be able to play its important role in the speedy improvement in education at all levels throughout the country. The United States Office of Education should: (1) help strengthen elementary and secondary education; (2) provide leadership for higher education; (3) cooperate with the States in (*a*) identifying young people of exceptional talent, (*b*) carrying on student-aid programs designed to remove or lessen the economic barriers to higher education, and (*c*) providing special services such as disseminating information about higher education; (4) foster edu-

cational research; (5) assist in placement of specialized personnel; (6) assure equality of higher educational opportunity; and (7) help higher education meet its international obligations.

The Commission recommends that the President establish an interdepartmental committee consisting of a representative or representatives of each department or agency maintaining one or more educational or research programs which utilize the colleges or universities, the United States Commissioner of Education to serve as chairman.

To provide the financial support for higher education which its value to the individual and to the Nation more than justifies will require that the role of the Federal Government, as a partner with the States in the support of higher education, be greatly strengthened and expanded.

The time has come for America to develop a sound pattern of continuing Federal support for higher education.

The following basic principles should guide the development and expansion of Federal financial relations with higher education.

(I) In its relationships to higher education, the Federal Government should recognize the national importance of a well-rounded and well-integrated program of education for all citizens, regardless of age, sex, race, creed, or economic and social status.

(II) Federal funds for the general support of institutions of higher education should be distributed among the States on an equalization basis.

(III) Federal appropriations for the general support of higher education should clearly recognize the responsibility of the States for the administration and control of the education programs.

(IV) Adequate safeguards should be established by the Federal Government to assure the full realization of the purposes for which aid is to be granted.

(V) Federal funds for the general support of current educational activities and for general capital outlay purposes should be appropriated for use only in institutions under public control.[3]

(V) Federal funds provided for scholarships or grants-in-aid for the purpose of helping individuals of ability and fellowships for those of special talent to obtain equality of opportunity in education should be paid directly to the qualifying individuals.

(VII) As is deemed necessary, the Federal Government should make contracts with individual institutions, publicly or privately controlled, for specific services authorized by national legislation.

(*e*) *The Commission on Organization of the Executive Branch of the Government (the Hoover Commission), 1947*

In accordance with Public Law 162 (80th Cong.) approved July 7, 1947, the Commission on Organization of the Executive Branch of the Government undertook an examination into the operation and organization of the executive functions and activities. In this examination it had the assistance of various task forces which made studies of particular segments of the Government.

Following is a summary of some of the major criticisms and recommendations concerning the administration of Federal activities in education set forth in (I) the Commission's Report on Social Security

[3] Two members of the Commission dissented to this principle.

and Education and (II) the Task Force Report on Federal Policy and Organization for Education:

(I) *The Commission's Report on Social Security and Education.*—With respect to elementary and secondary education the Federal Government has engaged in overlapping and independent promotions of curricula in highly specialized fields, while neglecting the general curricular needs of the country. Direct Federal aid to local schools in curriculum development and in providing school lunches has circumvented State departments of education. There has not been sufficient coordination of the educational and nutritional aspects of the school lunch program. Regarding its responsibility for the education of children of Federal employees on federally owned properties, the Government does not have a consistent and comprehensive policy. Likewise it has no common policy for the education of Indians, Eskimos, and other native peoples living in the insular and mandated Territories of the United States.

Nine Federal departments and agencies are making grants or entering into contracts for research through colleges and universities without any coordination of these programs. These projects are concentrated in the natural and physical sciences and have an important effect upon the educational system.

There are those who think that these programs should be concentrated in the United States Office of Education, but the Commission believes they must be administered by the agencies whose functions they promote.

The new Department recommended by the Commission to administer social security, education, and Indian affairs should continue to perform the historic functions of the Office of Education. The Department should also analyze the effects of expenditures and programs relating to education and assist the President in making recommendations to the Congress for the correction of deficiencies in this field.

(II) *The Task Force Report on Federal Policy and Organization for Education.*—In general, Federal activities in encouragement and support of education in the States have been highly beneficial both from a State and a national point of view. The argument that Federal aid would lead to Federal control of education in the States has often been used as a screen by those who oppose Federal assistance on other grounds. The danger to education lies more in the uncontrolled spread of uncoordinated and specialized educational functions over the Government without regard to effective over-all educational development.

The complaint is that the Federal Government has never adopted an over-all policy in regard to its educational activities, that legislation has been piecemeal and programs have been uncoordinated. Aggressive groups or agencies have promoted their causes through education without regard to the over-all development of education. The Office of Education has been kept so weak that it has neither the governmental status nor the facilities to be an effective force in developing or coordinating a Federal program of education. Uncoordinated activities in this field pervade practically all of the major departments and independent agencies of the executive branch. During each of the last several years the Federal Government has expended several billions of dollars for educational activities carried out through other than State channels.

Basic control of and responsibility for education should continue to be a State and local function. However, the Nation, as well as States and localities, is vitally concerned that education be effective and Federal financial assistance and leadership of a noncoercive nature are often desirable. Grants-in-aid or other fiscal assistance to States for education should be as general as possible in nature, consistent with the Federal obligation and necessity for ascertaining that funds are used for the purposes for which intended.

The Federal Government should assure equal opportunity at public expense for elementary and secondary education of dependent children of Federal employees who live on special Federal properties, reservations, construction projects, Federal overseas installations, and in occupied areas. The Federal Government should assure educational opportunity to Indians and other native peoples in the Territories and possessions of the United States.

The Federal educational agency should retain with major emphasis its historical functions of (*a*) collecting data to show the conditions and progress of education, (*b*) diffusing information to aid in the establishment and maintenance of efficient school systems, and (*c*) otherwise promoting the cause of education throughout the country.

All Federal activities concerning elementary or secondary schools in the States should be the responsibility of the Federal educational agency unless the evidence is clear cut to the contrary. The agency should also be responsible for Federal activities involving higher educational institutions which primarily concern more than the specialty of any noneducational department or independent agency.

The Federal educational agency should be a source for professional educational service to all governmental agencies involved in educational matters, whether concerned with in-service training or the promotion of their particular specialties. Needing greater stress is the function of the agency to perform aggressive research, diffuse information and promote educational activities greatly needed but often neglected by States.

Among other functions the Federal educational agency should perform that of a clearing house for service and information rendered educators, educational institutions and scholars by Federal agencies, libraries, and specialized personnel.

The United States Office of Education has not been properly equipped to perform its appropriate functions.

The organization of the Office of Education should be consistent with what is considered good organizational practice on the State and local level. Serious consideration should be given to the establishment of a National Board of Education.

The commissionership of education should be a professional career position. It should challenge the caliber of man drawn to our most responsible positions of educational administration at State, local, or institutional level. There are many valid arguments in favor of appointment of the Commissioner by a National Board of Education.

The determination of the location of the Federal educational agency in the executive branch should be governed largely by its functions and its modes of operation. There are three feasible places where the agency could be located. First, a Federal Department of Education with a Cabinet officer at its head could be established. This arrange-

ment could, however, subject education to political control. Location of the agency in a Federal Department of Health, Welfare, and Education appears more desirable, but would have certain disadvantages. The majority of the amassed evidence seems to be in favor of making the Office of Education an independent agency.

(*f*) *Other governmental advisory groups*

Besides the commissions already named, the Federal Government has sponsored several other committees and "conferences" which have published criticisms and recommendations concerning the administration of Federal activities in education. Included are the following groups which will be here identified and their criticisms and recommendations briefly noted: (1) The White House Conference on Children in a Democracy (1939); (2) the Committee on Planning for Education (1941); (3) the Committee on Intergovernmental Fiscal Relations (1943), and (4) the Midcentury White House Conference on Children and Youth (1950).

The White House Conference on Children in a Democracy was organized at the suggestion of President F. D. Roosevelt and convened in April 1939 and January 1940. The Conference, headed by Frances Perkins, Secretary of Labor, ultimately comprised 676 people. These represented many types of professional and civic interests, practical experience, and political and religious belief.

The general report adopted by the Conference in January 1940 declared that the resources of many school districts and even of entire States and regions cannot keep pace with the needs of the school population nor provide suitable standards of educational efficiency. The Conference recommended that an extended program of Federal financial assistance to the States be adopted in order to reduce inequalities in educational opportunity among States.

In December 1941, the United States Commissioner of Education appointed a Committee on Planning for Education, which in 1942 published a report embodying its discussions and viewpoints. The report contains the following statement relative to the role of the Federal Government in education.

> The financial support of public education must be borne jointly by the Federal, State, and local governments. In general the Federal and State governments have never assumed a sufficiently large share of the costs of public education * * *.
>
> Far too many people, including both professional educators and laymen, do not realize the imperative need for Federal support for public education.

In June 1941 the Secretary of the Treasury appointed a Committee on Intergovernmental Fiscal Relations to make a comprehensive study of the fiscal relations of the Federal, State, and local governments. The project was financed in part by special funds provided by the Congress. The committee also had at its disposal the aid of the Institute of Public Administration, made possible by a grant to the institute by the Carnegie Corp. to carry through such parts of the work as could not appropriately be financed from Federal funds.

The report of the committee was published in 1943 as a congressional document.[4] It reviewed some of the factors which should be considered in connection with proposals for Federal participation in financing general elementary and secondary education. With refer-

[4] 78th Cong., 1st sess., S. Doc. 69.

ence to the use of Federal funds in the maintenance of minimum standards of educational opportunity the committee declared that:

Of all the functions of government which might be candidates for minimum status general education has the strongest claim.

Concerning other Federal activities in education the committee advanced the following ideas:

In the field of secondary and higher education a conspicuous fact is the amount of latent talent in the population which is never developed. Many of the most promising youths discontinue education long before the opportunities for profitable investment, both from the personal and social points of view, have been exhausted. Better exploitation of talent would help to increase the national income and to diminish differences in its distribution.

As to higher education, the program had best be confined to aid to individuals rather than institutions. This might take the form of federally supported scholarships of various sorts, including loan scholarships and work scholarships on the order of those offered by the National Youth Administration. Scholarship loans to be repaid through the return of a percentage of the beneficiary's income (like a special income tax) over a certain period of time in the postschool period might also be considered. The amount granted on these conditions should be generous, but the selection should follow rigorous standards of fitness.

Wise Federal leadership with regard to educational development in the United States can make an impressive contribution to the economic, political, and cultural life of the country.

The Midcentury White House Conference on Children and Youth was called by President Truman in August 1949. At that time the President appointed a committee of 52 prominent citizens to direct the planning and subsequent activities. The Conference was held in Washington, D. C., December 3 to 7, 1950. Over 6,000 persons, including 4,620 voting delegates, attended. All the States and Territories were represented.

By a vote of its delegates in plenary session on December 7, 1950, the Conference adopted a platform statement which had been developed in the various discussions based upon numerous studies and reports. The platform contains many recommendations concerning education, including the following having particular reference to the role of the Federal Government:

10. That steps be taken at the National, State, and local levels to improve the facilities and increase the output of professional schools preparing persons for services to children.

* * * * * * *

17. That further Federal aid be provided to the States for educational services, in tax-supported public schools, without Federal control, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation.

2. EXPRESSED POSITIONS OF NONGOVERNMENTAL ADVISORY GROUPS

(*a*) National Conference on the Financing of Education (1933).

(*b*) The National Committee on Coordination in Secondary Education (1941).

(*c*) The American Youth Commission (1943).

(*d*) The Interstate Committee on Postwar Reconstruction and Development (1944).

(*e*) The Educational Policies Commission; and the Problems and Policies Committee (joint study and report, 1945).

In addition to the governmental advisory commissions named in the preceding section of this report, various advisory groups affiliated

with national, nongovernmental organizations interested in education have published criticisms and made recommendations concerning the administration of Federal activities in education. Like the governmental commissions already enumerated, these nongovernmental bodies have usually arrived at their conclusions following extensive study and deliberations. Identification of certain groups of this type and summaries of their criticisms and recommendations concerning Federal activities in education appear in the following pages. While the comments of these groups relate principally to Federal aid to the States for education, this frequently involves the whole role of the Federal Government in education, and some of the findings and recommendations deal specifically with the latter, broader field of activity.

(*a*) *National Conference on the Financing of Education* (*1933*)

The National Conference on the Financing of Education was held in 1933 under the auspices of the Joint Commission on the Emergency in Education and the Department of Superintendence of the National Education Association. Participants represented a number of educational organizations and agencies. The report of the Conference set forth—

> from a vast amount of research and experience, the essentials of a modern school finance program.

The program included a continuing policy for the Federal financing of public education having as its components the following ideas:

> (I) Federal support for education is in accord with the development of national policy with respect to education.
>
> (II) The need for Federal aid to the States, apparent from the beginning, has been increased by the development of the machine and power age.
>
> (III) The Federal Government should enable the States to support a foundation program of education for all children within the Nation.

In this connection the report reviewed the historical role of the Federal Government in the financing of public education in this country. Relative to the current need for Federal aid to the States the Conference advocated recognition of the principle that no locality should be required to burden itself more than any other in order to provide a foundation program of education and pointed out that:

> * * * just as there are inequalities in ability to support schools within a State, so there is variation in ability to support schools among the States themselves. Children suffer the denial of educational opportunity because of these inequalities. This situation can be remedied only when a larger proportion of the school revenue comes from the Nation as a whole.

In advocating Federal aid to provide a foundation program of education for all children, the Conference declared that the strength of the Nation is dependent upon the educational opportunity provided for all the children of all the people, and stated further:

> The lack of provision for education in any area cannot but result in limiting the possible development of the social, economic, and cultural life of the whole people. The children living in the several States will rule not only in the localities and in the States in which they live, but will determine as well the policies which are to control and the Government which is to prevail throughout the Nation. The preservation and development of our society as well as simple equity demand that the Nation assume a larger responsibility in the support of the public school system.

(*b*) *The National Committee on Coordination in Secondary Education (1941)*

The evaluating committee of the National Committee on Coordination in Secondary Education, appointed by the National Association of Secondary School Principals as a temporary advisory commission, issued in 1941 a report entitled "The Relationship of the Federal Government to the Education of Youth of Secondary-School Age." The committee declared that—

> The central issue is no longer, Shall the Federal Government accept increasingly important responsibilities in the field of education? Rather the issue has become, What educational responsibilities shall the Federal Government exercise and what methods shall it employ in discharging them?

The committee listed seven fundamental considerations affecting Federal-State-local relationships in education. Omitting the qualifying comments, the seven principles set forth by the committee are as follows:

> (I) The maintenance of a decentralized pattern of educational organization, in which the vigor of State and local units of school administration is preserved, is highly desirable in the United States. This, however, requires revision of many existing local units of administration.
>
> (II) Various considerations urge that the Federal Government should accept carefully defined educational responsibilities, and this is consistent with the maintenance of State and local initiative in education.
>
> (III) A proper allocation of educational responsibilities between the Federal and the State-local levels of government presupposes the mutual acceptance and observance of a series of controlling policies by both the Federal and State-local Governments.
>
> (IV) Educational leadership as distinguished from educational control is a proper and major function of the Federal Government.
>
> (V) The provision of Federal funds for the partial financial support of education in the States is necessary and desirable, as a function of the Federal Government.
>
> (VI) Disagreements affecting the relation of the Federal Government to education center around the manner in which Federal education funds should be transmitted to the States—the degree of specificity of the grants, the method of calculating State quotas, and the conditions involved in receiving them.
>
> (VII) Federal grants should be made for broad educational purposes, on objective bases of allocation, and without discretionary conditions, if the principles previously enunciated are to be observed by the Federal Government.

In the conclusion of its report the committee recommended:

> On the part of the Federal Government, transition from youth-serving agencies directly operated by the Federal Government to large-scale Federal participation in a Nation-wide education program operated through the public schools and intended to serve all youth according to their needs.

(*c*) *The American Youth Commission (1940)*

The American Council on Education, a nongovernmental organization composed of major national educational associations and institutions, in 1935 called attention to the need for a Nation-wide study of the problems of American youth. Subsequently the council formed the American Youth Commission to (1) consider the needs of youth

and appraise the resources for meeting these needs, (2) plan programs to help solve the problems of youth, and (3) promote desirable plans of action.

In 1940 the Commission recommended rapid expansion of Federal aid to the States for educational purposes. In this connection the Commission drew attention to the marked inequality in tax resources among the several States and declared that—

> Equalization of educational opportunity should be regarded realistically, not as charity from wealthy cities and States to their poorer brethren, but as a necessary provision for national security. The children born on poor land are as much citizens as those born in more fortunate circumstances. Many of the children in less prosperous areas will later live in States and cities far from their place of birth. Their education is a national concern which is in no way lessened because they happened to be born where real estate is of low assessed value.

In its general report published in 1943, the Commission affirmed its earlier position and recommendation with respect to Federal aid to education in the States, pointing out in addition that:

> Because the schools have been left so completely to local initiative and responsibility, the educational situation of the country is one of great variety. The best schools are very good. The average schools are creditable. The poorest schools are so bad that the conditions are almost beyond belief of those who have not seen them. * * *
>
> These conditions are the results of dependence upon local property taxation for school support. * * *
>
> The Commission is fully aware of the dangers involved in bringing the Federal Government into the general field of school support. It has debated this problem over a period of 6 years and has become convinced that Federal aid is urgently required. It was never more important than it is now if we are to maintain and defend the ways of democracy.

(*d*) *The Interstate Committee on Postwar Reconstruction and Development (1944).*

In November 1942, the Board of Managers of the Council of State Governments recommended the development of memoranda dealing with wartime and postwar problems confronting the State governments. At its session in Baltimore in January 1943, the general assembly of the council approved the recommendations and outlined the scope and content of the program.

Regional conferences of State officials were held throughout the country to promote interest in the project and develop an effective organization and constructive plan of research, study, and drafting. Following the regional conferences, the Interstate Committee on Postwar Reconstruction and Development was created to supervise and assist in the preparation of the memoranda.

Early in its deliberations, this committee defined three major responsibilities of the Council of State Governments, one of which was to develop an outline of principles and policies relative to postwar problems.

The following statement appears in the report of the Interstate Committee, which was published by the Council of State Governments in 1944:

> The problem of developing effective Federal relationships in education is one of the most important confronting the Nation. The present situation is unsatisfactory and confusing with likelihood of becoming worse, unless decisive action is taken to reorganize administrative machinery and improve relationships at all levels.
>
> At the National Government level, a great number of agencies are operating independently, each agency interested in its specific program and, in many in-

stances, dealing directly with individual school authorities and agencies rather than as part of an adequately integrated national educational effort.

In view of these developments and tendencies, it is obviously desirable and necessary that the following basic principles should be established as a guide for National-State cooperation in the field of public education.

(I) Control of education is a function of State government, under provision of article X of the Constitution, and should be administered by the States and their delegated political subdivisions. Participation by the National Government should be limited to financial aid and to providing leadership and information in the development of State policies and programs.

(II) Ultimate responsibility for public education rests with the people of the States, as expressed by them through the State constitutions and legislative acts. The States should provide for the effective administration of educational laws, as in the administration of other major functions of State Government. Responsibility for educational planning, coordination, interpretation, and legislation is a function of State government and should be effectively discharged.

(*e*) *The Educational Policies Commission; and the Problems and Policies Committee (joint study and report, 1945).*

In January 1945 the Educational Policies Commission appointed by the National Education Association and the American Association of School Administrators, and the Problems and Policies Committee of the American Council on Education jointly engaged in a special study from which emanated a report entitled "Federal-State Relations in Education". The report presented combined pronouncements of the Educational Policies Commission and the Problems and Policies Committee, based upon long deliberations. The summary of the joint report reads in part as follows:

Adequate organization for the provision of a fair educational opportunity for all children and youth will require some participation of the Federal Government in education. The experience of a hundred and fifty years of national life, the compulsion of modern social demands, and the probable character of the period which lies ahead, all testify that Federal participation in education in the United States is a permanent phenomenon. Federal participation in education is no longer a debate. It has become a fact.

The issue which still has to be settled is: Can Federal participation in education be kept within proper bounds and limits, or will it eventually swallow up all education in a system of centralized control and administration?

The basic control of education can be kept in the States and localities, with the Federal Government assisting in the development of this service but refraining from dominating it, providing the issues involved in Federal-State relations in in education are clearly understood and providing sound principles are formulated and observed in guiding the evolution of this important relationship.

* * * * * * *

The United States Government needs a clear-cut policy to define its relations to education. The chief elements of such a policy are: (1) Federal grants to assure an adequate financial basis for education everywhere in the Nation; (2) distribution of the Federal grants on an objective basis which leaves the control of educational processes to the States and localities, and (3) well-organized Federal advisory and informational services and leadership concerning education. Such a policy would provide the educational program that this Nation must have for its own safety and for the well-being of its citizens.

C. Policies Advocated by Active Organizations and Agencies

By issuing policy statements, adopting resolutions, and in other ways, numerous active organizations and agencies have recently expressed their viewpoints concerning Federal educational policies and programs, existing and proposed. There is little similarity in the procedures through which the various types of organizations and agencies have indicated their attitudes on these matters. There is

also little similarity in the degree to which the expressions from organizations represent the opinions of their constituent members. In both of these respects the material included in the following presentation varies widely. Nevertheless this material is significant, indicating, in some cases perhaps fully and in other cases to a reasonable degree, the attitudes of the members of a number of important, national organizations and agencies, as a whole, toward matters under consideration in this report.

The following pages contain expressions of opinion emanating from enumerated organizations and agencies interested in education and representative of various cross sections of American life. No doubt many organized groups not named herein have taken positions in relation to questions of Federal policy in educational matters. However, the limitations on space allowance for this report and on the time available for its preparation have required that the following material be selective rather than inclusive, both with regard to the number of organizations and agencies whose positions have been investigated by the writer, and the length of their respective expressions of opinion which have been included herein.

The following information has been obtained from a variety of sources, including policy statements, resolutions, and other material issued by the enumerated organizations and agencies, and conferences and correspondence between the writer of this report and their administrative officials.

1. THE FEDERAL EDUCATIONAL AGENCY

The Office of Education

The organization and functions of the central educational agency of the Federal Government, namely the Office of Education, have been described in detail in part I of this report.

The recommendations of the Office of Education concerning educational issues before the Congress have been expressed in correspondence, conferences, and testimony at hearings on proposed legislation. The following statement summarizes the positions taken by the Office of Education respecting certain educational questions of current national and congressional interest. The statement was prepared in the Office of Education for inclusion in this report.

1. *The responsibility of the Federal Government for education.*—Education in the United States is primarily a responsibility of the several States and the communities within these States. Moreover, the well-established tradition in this country is that the Federal Government, through law or otherwise, shall in no way control the content of the teaching or the character of the educational experience enjoyed by America's children. On the other hand, the Federal Government does have, and has clearly recognized that it has, an obligation to act in the national interest whenever educational needs require such action. For example, the Morrill Act of 1862 (c. 130, 12 Stat. 503) recognizes that the national interest requires a kind of college differing from, and in addition to, the kinds which were provided either by the States or by church and private agencies. Similarly, vocational education of less than college grade is encouraged in the States through the Office of Education under the Smith-Hughes Act (c. 114, 39 Stat. 929) and subsequent legislation, because the national interest demands it. Other Federal programs of education have also been established in consideration of national needs. The basis on which the Federal Government should take additional steps to aid education in the States is established on sound precedent and vindicated in long experience: the national interest requires it. The recommendations given below all follow this clearly established principle.

2. *Federal aid to elementary and secondary schools for maintenance and operation.*—The differentials in income level and in percentages of children who are of school age, mean either that educational opportunities supplied by the several States will vary widely in quality and availability, or else that the achieving of substantial equality would place an inequitable burden on the less able States. Federal aid to equalize educational opportunity for all American children is essential, both to the child and to the Nation.

3. *Federal aid to elementary and secondary schools for construction.*—The accumulated backlog of construction needs for elementary and secondary schools, now estimated at about $9,000,000,000 is a principal handicap of American education. Somewhere around 250,000 classrooms are needed to take care of the enrollments in elementary grades caused by the wartime rise in the birth rate. Federal aid to encourage the States in coping with construction needs is imperative, the view of the differentials in the financial abilities of the States and in their school-age population loads.

4. *Scholarships and loans to college students.*—To assist young people of superior ability and demonstrated financial need to pursue education up to the reasonable limits of their abilities, financial aid is essential. For every person now attending college, there is at least one more, equally able and ambitious, who, for financial reasons, is prevented from attending. To prevent the loss of this great group of able persons, and to democratize educational opportunity, a program of scholarships and insured loans for college students should be speedily enacted.

5. *Community colleges.*—Post-secondary educational opportunity needs to be more widely distributed and more immediately available to high-school graduates. There is need for a substantial study of the post-secondary educational needs of American youth, with a view to discovering more precisely what sort of educational institutions should be supplied, in what quantities, in what places, and with what curricular offerings.

6. *Relation of students in higher education to military service.*—As the Nation enters a prolonged period in which the military services will be maintained at hitherto unthought-of peacetime levels, there is need for a comprehensive policy which will assure the necessary flow of manpower into the military services while at the same time maintaining an equally necessary flow of men in training for the professions. The supply for all fields must, in the final analysis, come from the population group which reaches age 18 each year. That limited number (currently only a little over 1,000,000 males) must supply all the needs of the Nation over the long pull. Selective service (or other legislation which may replace present selective service statutes) should therefore contemplate the postponement of military service for a designated quota of men each year—these men to be chosen on the basis of demonstrated scholastic aptitude, and quotas to be assigned to each State.

7. *Aid to medical education.*—Because of the national need for more doctors and other members of the healing professions, and the high cost of providing medical education, it may be well to provide a carefully considered program of aid to medical schools.

8. *Reorganization and expansion of ROTC.*—If the total manpower situation permits, and the needs of the armed services require it, existing ROTC programs might well be expanded along the lines contemplated in legislation now before the Congress. This should be done, however, only if at the same time provision is made for scholarships and loans to students other than those in Reserve officer training, lest the Federal Government be in a position of offering assistance to the sons of the poor only on condition that they accept the obligations of the Reserve Corps.

9. *Vocational education.*—Only about half of the Nation's secondary schools now have vocational educational programs which are aided through the Federal program. The extension of the present program until it is available to substantially all American youth of high-school age would be an important step toward democratizing opportunity and toward assuring the necessary flow of competent persons into industry, agriculture, business, and homemaking.

10. *Public libraries.*—Particularly in rural areas, there is need for the demonstration of means whereby more effective library service may be made available. Toward that end, a demonstration program of public library service has been proposed. This proposal merits serious consideration.

Of the foregoing proposals, some items are currently before the Congress as administration measures, proposed by the Office of Education and transmitted to the Congress either by the Federal Security Administrator or by the President. Others have been proposed by professional and lay groups and organizations or by other agencies of the Federal Government, or sponsored within the Congress.

The Office of Education is concerned for the educational opportunity of all American youth, and therefore for all soundly conceived measures which promote equality of such opportunity and improve the quality of the educational offerings.

In general, the Office does not favor categorical or piecemeal approaches by the Federal Government to educational problems, but would prefer to see a continuous comprehensive development of Federal educational activities and policies.

2. ORGANIZATIONS OF STATE AND LOCAL SCHOOL OFFICALS

(a) *American Association of School Administrators*

The American Association of School Administrators is a national organization of superintendents of schools at community, municipal, county, and State levels. The membership includes also presidents and executive officers of institutions of higher learning and members of boards of education. In October 1950 the membership numbered approximately 7,800. Attendance at the 1950 national convention was about 14,000. Official statements of policy are made by resolution only.

The following resolutions, adopted by the members attending the national convention in 1950, express attitudes of the association toward educational activities of the Federal Government:

1. *Public funds for public schools.*—We believe the American tradition of separation of church and state should be vigorously and zealously safeguarded. We respect the right of groups, including religious denominations, to maintain their own schools so long as such schools meet the educational, health, and safety standards defined by the States in which they are located. We believe that these schools should be financed entirely by their supporters. We therefore oppose all efforts to devote public funds to either the direct or the indirect support of these schools.

2. *Federal aid for public education without Federal control.*—We affirm our pledge to a program of public education which offers adequate opportunities for all. The realization of such a program is the shared responsibility of the Federal Government, the State, and the local community. A Federal-aid plan, which provides a minimum foundation program of education for public elementary and secondary schools without Federal control, would establish the principles to safeguard the fundamental concepts approved by the association and would assist in alleviating the educational crisis in the Nation. We therefore recommend the immediate passage of such legislation, and reiterate our position that Federal aid must not jeopardize State and local control of education and that it must be channeled through the regularly constituted public school agencies.

3. *Federal aid for school-building construction.*—There is a national urgency for rehabilitation and new construction of school buildings. Rising enrollments and high costs of construction make it impossible for many local districts to provide necessary buildings. We therefore recommend Federal aid to local districts for capital outlay in school-building construction. We further recommend that such Federal funds shall be channeled for distribution through the United States Office of Education and the State departments of education.

4. *United States Office of Education.*—We reaffirm the position of the association in urging Congress to establish the United States Office of Education as a nonpartisan, independent agency, governed by a national board of education. This board should be composed of representative laymen, appointed for long, overlapping terms by the President with the consent of the Senate. It is also recommended that this board shall appoint a professionally qualified commissioner of education to serve as its executive officer.

All activities affecting education at the national level now included within the jurisdiction of the Office of Education, or any which may hereafter be established or authorized by the Congress, should be under the direction of the Office; and any attempt to weaken or lessen the effectiveness of the Office by the transfer of such activities to other departments, agencies, or bureaus shall be strongly opposed by this association.

* * * * * * *

7. *Occupied areas.*—In the occupied areas of Germany, Austria, and Japan, the program of education and reeducation should be given a high priority. We urge

that responsible United States officials continue their friendly and constructive interest in these programs. Appropriations for this purpose should be commensurate with the fundamental importance of this task.

(*b*) *National Council of Chief State School Officers*

The National Council of Chief State School Officers is an independent, incorporated organization having as its constituent members the chief State school officers of the several States, the District of Columbia, and outlying possessions of the United States. The council studies educational problems, formulates policies which it considers fundamental to the welfare of the public schools, and engages in other activities aimed at protecting and advancing the interests of public education in the United States and its Territories.

A Statement of Some Desirable Policies, Programs, and Administrative Relationships in Education, prepared over a period of years by the planning committee of the council's study commission, was adopted by the council at its annual meeting on December 10, 1949. Numerous chief State school officers, staff members of State departments of education, special consultants, and other persons assisted in the preparation of the statement. It was designed to serve as a guide for the improvement of educational programs throughout the Nation. Published by the council in 1950, the statement reads in part as follows:

Local, State, and Federal Governments all have a vital interest in education. Each can contribute most effectively only if there is appropriate allocation of responsibility among them and only if relations among them are properly defined. Initiative and responsibility must be encouraged in the local units which operate most of the schools. The States must insure organization, financial support, and effective administration of education programs of suitable quality and make certain these programs are available to every child. The Federal Government has an obligation to provide supplementary assistance to the States in accord with the national interest in universal education.

* * * * * * *

The administration of Federal funds for general assistance to institutions of higher learning or major departments thereof should be administered through the United States Office of Education and the State departments of education, operating in conformity with the laws of the State and under rules established by the State agency for education.

* * * * * * *

The Federal Government has an important role in education

The Federal Government should make available to the States those necessary services which the State and local education units cannot effectively provide for themselves. The education needs of persons of all ages should determine the scope and character of these services.

* * * * * * *

The extent of services provided by the United States Office of Education should be in keeping with its role as the education agency of the Federal Government. Adequate funds and staff should be provided to permit it to exercise essential leadership in the great education tasks confronting the Nation.

The Federal Government should develop a plan for coordinating all Federal activities in education. Included in this plan should be provision for (*a*) reviewing proposed Federal legislation to assure the proper allocation of education activities, (*b*) reallocating activities that are improperly placed.

The Federal Government, through the United States Office of Education, should furnish consultative services in the organization and conduct of State, interstate, and regional education activities and programs.

The Federal Government should provide for the continuous distribution of current information concerning education.

The Federal Government should promote and carry on research in all major fields of education. In general, this research should concern subjects broad in scope and Nation-wide in interest.

The Federal Government should administer and operate only those education institutions and programs which are clearly and exclusively a national obligation, such as the military academies.

More appropriate Federal organization and administration would make State-Federal relations in education more effective

The United States Office of Education should be made an independent agency of the Federal Government under the general direction of a board of laymen. The members of this board should be appointed by the President on a nonpartisan basis and solely because of their fitness for the work. They should be selected for long, overlapping terms of office. This board should be empowered to select a qualified professional educator as the United States Commissioner of Education to serve as its executive officer and to be responsible to the board for organizing and directing the staff of the Office.

The United States Office of Education should be responsible for conducting or coordinating the education activities of the Federal Government. The Federal Government should designate the United States Office of Education as the agency to carry out its education responsibilities to the States, with provision for utilization of services of other Federal agencies by the Office of Education as necessary. Any other Federal agency conducting activities which concern State education systems should have its proposals approved by the United States Office of Education. Information concerning every such proposal should be transmitted by the United States Office of Education to the appropriate State education agencies.

The United States Commissioner of Education and the chief State school officers must be responsible for coordinating and strengthening their united efforts to safeguard those principles which underlie American democracy and its system of public education.

A clear and well-defined working relationship between State departments of education and the United States Office of Education should be maintained.

Education services provided by the Federal Government should be of such character and be performed in a manner to insure that the administration and operation of the education program in each State will remain the primary responsibility of the State.

In order to promote efficiency and to retain State and local control of education programs, all Federal participation in public education should be through the regularly constituted State education agencies. No Federal agency should deal directly with any school, school system, or any political subdivision of a State on any education project or activity except with the prior approval of the chief State school officer.

The State education authorities should make such reports in such form to the United States Office of Education as may jointly be agreed upon by the United States Commissioner of Education and the chief State school officers.

Financing the education program is a joint local, State, and Federal responsibility

Taxes for the support of education should be levied and collected by the units of local, State, and Federal Governments which can perform this function most effectively and equitably. Wealth should be taxed where it exists to the extent necessary to provide every child an opportunity for at least an elementary and secondary education of high quality wherever he may live.

* * * * * * *

The Federal responsibility

Federal funds should be made available to the States to supplement State and local funds to the extent necessary to enable each State to finance an adequate foundation program of education after reasonable local and State efforts have been made.

The Federal Government should provide financial assistance and consultative services to the several States to assist them in the planning and construction of plant facilities for tax-supported and publicly controlled schools.

The Federal Government should assist the States in financing State, interstate, and regional projects and programs of education.

The Federal Government should provide financial support for the education of children who reside on Federal property exempt from local taxation.

Administrative arrangements among local, State, and Federal agencies for financing education should insure economy and freedom from undesirable controls

Funds collected at one level of government for expenditure at a different level should be apportioned in accord with an equitable and objective formula free from discretionary control by the apportioning agency.

Federal funds for current expense, capital outlay, or other cost of education should be apportioned to the State education authorities by the United States Office of Education and not directly to local administrative units; the State education authority should apportion such funds to local administrative units in conformity with the basic plan for financing education in the State.

* * * * * * *

Federal and State financial assistance for education, whether for current expense, capital outlay, or school-connected auxiliary services should be restricted to tax-supported and publicly controlled school systems and institutions of higher education.

All Federal scholarship programs should be administered through the States and should provide similar amounts for the purchase of similar services in either public or private colleges or universities.

Federal audits of Federal funds made available to the States for education should be restricted to the auditing of the records of the respective State education agencies.

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Services of professional schools of education, the United States Office of Education, and professional organizations should be made more adequate in the field of teacher preparation.

(c) *National School Boards Association*

The National School Boards Association is a federation of the existing 40 State associations of school boards. The national association was organized by the State associations with the expressed purpose of uniting "the interests, efforts, and objectives of the school boards of the various States in a program of national cooperation" designed to strengthen the public schools of the Nation. Local school boards are affiliated with their respective State association and through those indirectly with the national association.

Among resolutions adopted at the annual meeting of the National School Boards Association in February 1950 are the following:

NATIONAL BOARD OF EDUCATION

Whereas the development of education, whether at the local, State, or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process: Therefore be it

Resolved, That the NSBA urge Congress to make the United States Office of Education an adequately financed, independent agency, headed by a National Board of Education, appointed for long overlapping terms by the President with the consent of the Senate. It further recommends that a professionally qualified Commissioner of Education, responsible to the Board for the conduct of his office and the performance of his duties, shall be elected by the Board to be its executive officer.

SOCIAL SECURITY FOR SCHOOL EMPLOYEES

Whereas many States and communities have well-established and sound retirement systems for teachers and other full-time employees: Therefore be it

Resolved, That the NSBA is opposed to any Federal legislation that would permit those persons to be included under the Federal Social Security Act.

UNESCO

Be it resolved by the NSBA—

1. That we continue to endorse the principles and objectives of the United Nations Education, Scientific, and Cultural Organization, directed to better world understanding and educational cooperation of nations. In particular, we approve and urge the expansion of the practice of exchanging both students and teachers among the various nations, and

2. As a further aid in establishing programs designed to promote international understanding and control, we urge the appointment of a representative of the National School Boards Association to the United States Commission for UNESCO, as authorized under Public Law 565.

A letter received in the Legislative Reference Service of the Library of Congress from the executive secretary of the American School Boards Association on September 16, 1950, reads in part as follows:

Our present major concern regarding Federal activities in education is that they be better coordinated. We view with alarm the continued weakening of the United States Office of Education, and the scattering of relations with the schools among various governmental agencies.

In connection with the new National Conference for Mobilization of Education * * * it is our hope that the present emergency may serve to bring about a much closer coordination of the agencies of government which deal with the schools. We have been pleased to learn that the United States Office of Education has been designated in policy as the liaison agency for all matters of Federal-school relationship.

3. NATIONAL POLITICAL PARTIES

(a) *Democratic Party*

The Democratic Party is too well known to require identification in this report.

The following sentence concerning education is contained in the statement of principles adopted by the Democratic National Committee at Chicago, Ill., on May 15, 1950:

Increased activity by the Federal Government is necessary in the field of education to provide every American with the opportunity for a decent minimum of education.

The following statements concerning education have appeared in the platforms of the Democratic Party for the years indicated:

1948.—We urge that * * * a labor education extension service be established in the Department of Labor.

* * * * * * *

We favor the enactment of a national health program for expanded medical research, medical education, and hospitals and clinics.

* * * * * * *

We approve the purposes of the Mental Health Act and we favor such appropriations as may be necessary to make it effective. (This act provides for aid to institutions and to individuals for training and instruction in matters relating to psychiatric disorders.)

We advocate Federal aid for education administered by and under control of the States. We vigorously support the authorization, which was so shockingly ignored by the Republican Eightieth Congress, for the appropriation of $300,000,000 as a beginning of Federal aid to the States to assist them in meeting the present education needs. We insist upon the right of every American child to obtain a good education.

* * * * * * *

* * * We pledge ourselves to the continuance and improvement of our national program of benefits for veterans and their families. (These benefits are largely educational.)

* * * * * * *

Specifically, we favor * * * adequate financing for the school-lunch program.

1944.—We favor Federal aid to education administered by the States without interference by the Federal Government.

1940.—We pledge * * * to expand employment training and opportunity for our youth, older workers, and workers replaced by technological changes * * *.

* * * * * * *

Today, when the youth of other lands is being sacrificed in war, this Nation recognizes the full value of the sound youth program established by the Administration. The National Youth Administration and Civilian Conservation Corps have enabled our youths to complete their education, have maintained their health, trained them for useful citizenship, and aided them to secure employment.

Our public works have modernized and greatly expanded the Nation's schools. We have increased Federal aid for vocational education and rehabilitation, and undertaken a comprehensive program of defense-industry training. We shall continue to bring to millions of children, youths, and adults the educational and economic opportunities otherwise beyond their reach.

Accomplishment of various other objectives set forth in the Democratic Party platforms of 1940, 1944, and 1948 have required or would require either the promotion of already established educational programs of the Federal Government, or initiation of new Federal educational programs, or both of these activities.

(*b*) *Republican Party*

The Republican Party is too well known to require identification in this report.

According to information obtained from the headquarters of the Republican National Committee, current statements of Republican Party policy do not deal with the subject of Federal activities in education, or Federal aid to the States for education, or Federal-State-local relationship in education.

The 1948 platform of the Republican Party contains the following statement concerning education:

We favor equality of educational opportunity for all and the promotion of education and educational facilities.

The following statement appears in the Republican Party platform of 1944:

The measures we propose shall avoid federalization of Government activities to the end that our States, schools, and cities shall be free * * *. The remedies we propose shall be based on intelligent cooperation between the Federal Government, the State and local government, and the initiative of civic groups—not on the panacea of Federal cash.

The 1940 platform of the Republican Party contains no statement specifically concerning education. One of the general objectives set forth in the platform is, however, to "promote the general welfare," which might be understood to include education.

4. FEDERATED LABOR ORGANIZATIONS

(*a*) *American Federation of Labor*

The American Federation of Labor is a labor organization with a paid-up membership of 7,142,603 as of August 31, 1950. It is composed of 107 national and international unions, 5 departments, 50 State branches, and 817 city centrals, altogether consisting of over 40,000 local unions.

It has a stated objective of acting not only in the interests of its membership but for the welfare of the entire country.

The position of the American Federation of Labor concerning Federal policies in education is indicated in the following statement, which is abbreviated from the report of the executive council of the federation unanimously adopted by the officers and delegates attending the sixty-ninth convention of the federation on September 22, 1950.

Federal aid to education

For over 30 years the American Federation of Labor has advocated Federal aid to education. During the last 5 years we have urged the enactment of a comprehensive bill granting Federal aid to the States and to the people of the

States to afford every person in the United States adequate and ample opportunities for additional growth and development.

Early in our fight for Federal aid to education we recognized the fact that administrative safeguards must be written into the bill if the legislation is to accomplish what we expect of it. Many of the principles—the safeguards—for which we have fought through the years have now been accepted by the groups which first attacked us for advocating them * * *.

* * * Specific bills for specific purposes are needed.

We, therefore, recommend active support for separate bills, as suggested below, each embodying one of the major purposes for which we support Federal aid to education:

1. A bill providing Federal funds to help raise public school teachers' salaries. * * *
2. A bill providing for Federal funds to protect and promote the health and welfare of every child in the United States. * * *
3. A bill providing for Federal funds to aid the State in a public school construction program. * * *
4. A bill providing for Federal aid for loans and scholarships to help needy, worthy youth complete their education. * * *
5. A bill providing for Federal aid to help eradicate adult illiteracy. * * *

Emergency Federal aid

During World War II, the activity of the Federal Government effected a heavy impact on local educational agencies in the areas in which such activities were carried on. While the available local revenues in those areas were greatly reduced through this Federal activity, the need for expanded educational facilities was heavily increased.

As a result, conditions in many areas were shocking. Children were taught in boxcars, in frame shacks; already large classes were greatly increased, makeshift sanitary provisions were set up. The Federal Government, during the war, used Lanhan grants to try to help relieve some of these conditions. These were year-to-year grants, allotted and administered on an uncertain, emergency basis.

The Federal Government now recognizes its definite responsibility in the emergency circumstances, and is proposing to assume a fixed responsibility, in helping local school authorities meet increased financial burdens caused by increased local activity by Federal agencies. * * *

Vocational education

* * * * * * *

Labor has an immediate, as well as a far-reaching interest in the development of a sound program of vocational education. We find, however, that it is necessary to have a greater understanding on the part of labor, education, and the general community on what is meant by vocational education and what its functional relation must be to general education, to employment opportunities and national culture. * * *

Labor extension service

Since 1942, the American Federation of Labor has endorsed bills to establish a labor extension service by act of Congress. Unfortunately, the earlier study and draft bills were prepared by an outside committee in which the AFL was not asked to participate. The great emphasis on formal class programs in the field of workers' education ignored our experience. We have learned also, through practical experience, that unions must retain the initiative and administrative control of their educational programs. While we believe that it is good that our unions in their educational programs should cooperate with colleges, universities, and interested civic groups in the community, in conducting forums and studies on subjects of mutual interest, we know that union education takes place in unions and through union problems. Our primary and immediate concern for this purpose is more information freely accessible to the unions.

Growing realization that the success of the program depends upon a service approach rather than upon a formal class approach led the federation's committee on education to ask that provision be made in the Department of Labor for a labor extension service rather than for a workers' education program. We recommend legislation to establish and promote, in and through the Department of Labor, a labor extension service program through which the initiative of the unions would be encouraged and their own research and development programs aided by the services available to them for informational purposes through governmental and private agencies.

The United States Office of Education

The United States Office of Education was established to gather, compile, and disseminate educational data. Yet, no reports are available through that agency on some of the most essential basic educational data. Costs of school maintenance and administration, class size, and school-enrollment figures are years behind. Current Government data on teacher pensions, on teacher tenure, on teacher certification are not available. Compilation of State and Federal educational legislation is years out of date. Data are not currently available on State legislation affecting services for children and schools.

Obviously the field of international education, the field of Negro education, with especial emphasis upon the fight against adult illiteracy, and the field of vocational education, which is expressly organized under Federal law, are distinctly fields for work by a Federal agency.

We recommend that additional funds be sought for the Office of Education, and that they be expressly earmarked for gathering and compiling of basic statistical information as herein set forth, and for such services, as mentioned above, which from their very nature are properly the function of the Federal educational agency.

Veterans' training

Under the GI bill of rights and subsequently enacted legislation to further implement the program, no provision was made for labor representation in the planning of training programs. No administrative provision was made for labor advisers in policy planning and training.

As a result, the training program for GI's has been most unsatisfactory. Abuses involving thousands of dollars of public money have been reported. Men have been registered in trade schools which have little or no connection with a craft for which the worker allegedly is being trained. There has been little consideration given by counselors of the potentialities for employment in the crafts in which they have been advising veterans to take training. On the whole, there have been practically no functional relations between veterans' training and the trade-union movement, or between veterans' training and the Federal apprenticeship training program. We can now foresee an extended period of veterans' training. Hence it is of greatest importance that special attention be given immediately to this suggestion.

In the interest of the veterans and to assure the use of public funds for properly conducted programs, provision must be made immediately by law or by administrative ruling for labor advisory committees at the National, State, and local levels to participate in developing programs for veterans' training. These committees should be given express authority to help formulate policy and then to assure the observance of the policies agreed to.

(*b*) *Congress of Industrial Organizations*

The Congress of Industrial Organizations, organized in 1935, represents about 6½ million workers through 39 national and international unions, and has approximately 300 State and city councils. Among their activities the CIO councils include work on the problems of improving education programs and facilities for the children in their communities. From its founding the CIO has supported general Federal aid-to-education bills. Representatives of the organization have testified in hearings on a number of educational proposals.

The following statement reflecting the record and interest of the CIO regarding Federal activities in education was prepared in the national headquarters of that organization for inclusion in this report:

The Congress of Industrial Organizations has long been on record in favor of Federal aid to education. In fact, at its first convention in 1938 in Pittsburgh, Pa., when it was busy founding the great organization which would bring the advantages of unionism to the mass-production industries and would contribute so much to the welfare of our Nation, the delegates assembled said:

"Whereas (1) the organized labor movement in America has taken the lead in the past in establishing and supporting a free public school system:

"(2) Free educational opportunity in many parts of the country is jeopardized by inadequate schools and educational facilities;

"(3) The President's Advisory Committee on Education has recommended a detailed program of eliminating such conditions, providing among other things

for general Federal grants, assistance for improving the facilities for teacher training, and in the construction of school buildings, aid for improvement in the facilities of State departments of education, grants for adult education, for rural library services, and for cooperative research and planning, and provision for the education of persons whose training is the responsibility of the Federal Government itself; therefore be it

Resolved, That this convention approves the principle of Federal aid for schools and the program laid down by the President's Advisory Committee on Education."

Need for Federal aid to education

The Congress of Industrial Organizations feels that our Nation must achieve equality of educational opportunity and must continue to improve education, if democracy is to survive in the United States. Our Nation must spend enough funds so that this equality is available, as guaranteed, to every child regardless of race, color, creed, or geographical location. Education in the United States today falls short of this standard in a number of respects.

American children are suffering a tragic injustice because of the inequality in educational services provided by the various States. * * *

* * * In the recent Supreme Court case involving the University of Oklahoma, the Congress of Industrial Organizations entered the case as a friend of the court, arguing that "a separate but equal" educational system was unconstitutional.

Schools for children in rural areas are receiving approximately 60 percent less expenditure per child than is being received by schools for children in urban areas. Ninety percent of the communities without public library service in the United States are in the rural areas.

In spite of the campaign to raise teachers' salaries, teachers today are receiving in real wages only a little more than they were being paid in 1939 and less than 1929. Ten percent of our teachers, approximately 100,000, are still teaching on emergency teaching certificates. Ninety percent of these are in the rural areas. At least 2,000,000 American children of school age are not attending any school.

At its twelfth annual convention in Chicago the CIO urged the enactment by the Eighty-second Congress—

"Of a general Federal-aid-to-education bill, so that, together with appropriations by the various States, improved facilities on the elementary and high school levels shall be assured, so that every child shall have a good education, every class a good teacher, and every teacher a good salary;

"(A) To provide that the individual States shall make the decisions as to whether nonpublic schools shall be eligible for Federal aid and as to the kinds of services that shall be covered in these schools by Federal grants;

"(B) To provide that at least 75 percent of funds appropriated in a general Federal-aid bill shall be earmarked for teachers' salaries."

CIO supports $3,000,000,000 for school-construction grants

More than 7,000,000 children will enter our schools during the next 10 years, and at least $15,000,000,000 must be spent to build the 520,000 classrooms needed to adequately house our total school population. Local and State governments in many parts of our Nation cannot possibly finance this school-building program. Already our present school buildings are bursting at the seams with the additional growth in school population during the last 2 years, and immediate Federal action in this field is necessary.

In this field, the CIO supports a school-construction bill which will "provide at least $3,000,000,000 in Federal funds over a period of 5 years for a comprehensive, Nation-wide school-building program."

School-lunch program

From the beginning, the CIO has sponsored legislation for the school-lunch program. Recent appropriations of Congress for surplus foods to be used in the school-lunch program have definitely curtailed the amount of foodstuffs going to American children under this program. CIO has supported a move for a more adequate budget.

Federal grants for scholarships

For many years, independent research has shown that college education was not available to many of the sons and daughters coming from families in the lower economic brackets. Distinguished educators have stated bluntly that it is possible to replace the present students enrolled in universities with a higher caliber of students from the groups that are financially unable to send their children to

college. The GI bill of rights helped to correct this situation and to bring new life into the academic world.

It is important that opportunity for study in the field of higher education should be made available to all young people on the basis of merit and ability and not on the basis of the income group from which these young people come. The CIO supports legislation which would make Federal grants to the States to help correct this inequality.

Extension service for workers

In a democracy education must be a continuing process which extends throughout adult life. American farmers have long enjoyed millions of dollars worth of educational benefits through the Federal Agricultural Extension Service, while management representatives can avail themselves of services provided by publicly supported universities and other institutions. But in the United States, public educational services for the Nation's wage earners, other than the purely vocational, are almost entirely lacking.

Led by the Committee for the Extension of Labor Education, all branches of the labor movement, including the CIO, supported bills to establish a Labor Extension Service in the United States Department of Labor. These were introduced in the Seventy-ninth, Eightieth, and Eighty-first Congresses in an effort to provide the Nation's wage earners with a federally supported Labor Extension Service operating through cooperation of unions and universities within the States.

Other Federal legislation supported by CIO

The Congress of Industrial Organizations has testified before congressional committees in favor of the establishment of a Department of Health, Education, and Welfare, with a Secretary in the President's Cabinet.

By convention action, the Congress of Industrial Organizations has supported Federal grants to aid States in developing health services for children of elementary and secondary school age, and Federal aid to the States for setting up demonstrations of free library service in areas needing library service.

As part of its fight for building democracy, the Congress of Industrial Organizations has taken the stand that in all Federal legislation dealing with education there must be provided proper safeguards against racial segregation and discrimination.

5. EDUCATIONAL ASSOCIATIONS

(a) *American Council on Education*

The American Council on Education is a large Nation-wide organization embracing several classes of membership, among which are constituent members now including 72 national and regional educational associations, and institutional members now numbering 974 universities, colleges, and State and city school systems. Being primarily a voluntary agency of coordination, the council operates through a large number of committees and commissions representative of its membership and in some instances of other elements in the citizenry. Many of these agencies are of a temporary nature, instituted to deal with specific research projects or questions of policy which become of foremost importance from time to time. In addition to its annual meeting, the council convenes separate meetings of its constituent members, in which current issues affecting education are studied and discussed. Sometimes definite statements of policy are voted upon at those meetings.

The following information was obtained from the headquarters of the American Council on Education. The expressions which follow do not necessarily, and in fact usually do not, represent formal resolutions of the council itself, but have emanated from one or another of its committees, commissions, or special assemblies as occasion has arisen.

A meeting of the constituent members of the council in January 1947 considered, among other issues, a large number of questions

related to Federal aid to education. While it is not practicable within the limitations of the present report to record all the questions, the treatment of the following selected few will serve to illustrate something of the consensus at that time:

Questions asked	Replies	
	Yes	No
Do you believe that Federal aid to education is necessary and desirable?	69	2
Should a Federal act provide that Federal aid shall be available to all levels of education?	57	12
Provide for the support of education in general, leaving to the States full power to determine how the aid should be distributed?	56	14
Provide that the States shall maintain a certain minimum effort of financial support in order to qualify for Federal funds?	67	4
Provide an equal per capita distribution of Federal funds be required for the benefit of minority races?	68	2
Provide funds for a national system of scholarships available to students in all types of colleges and universities?	65	5

At the same meeting problems related to the organization of the principal Federal agencies dealing with education and related fields were discussed, and a resolution was adopted by a vote of 38 to 6, which began with the following words:

> We believe that a step toward the achievement of fundamental policies in education is through the establishment of a Federal department in the President's Cabinet, concerned with education * * * to be known as the Department of Education, Health, and Security, and with the further understanding that the creation of this department will not extend the control of the Federal Government over State and local school systems.

The latter subject was also studied and reported upon during the year 1947 by a joint committee sponsored by the American Council on Education and the National Social Welfare Assembly. Members of the joint committee were free to reach their conclusions as individuals, and therefore their recommendations did not bind officially either of the sponsoring organizations. The gist of their recommendatons was, with 3 of the 26 members dissenting in part, that an executive Department of Health, Education, and Security, headed by a Secretary of Cabinet rank, be established by converting the existing Federal Security Agency into that status, and that clear provisions should be made to assure that the creation of such an executive department should not confer upon it any powers of coercive control over State and local agencies, either public or voluntary.

One of the comprehensive expressions regarding Federal activities in education which has emanated from agencies connected with the American Council on Education is contained in a joint publication of the Problems and Policies Committee of the council and of the Educational Policies Commission of the National Education Association in 1945. Since these groups were joined at that time in a special study of Federal-State relations in education their findings and recommendations appear in the present report under the heading "Advisory Commissions (1929–50)."

At a meeting of representatives of constituent members of the council in 1949 the issue of the extension of the Federal social-security system was considered, and the following motions adopted:

> That the representatives of the constituent members of the American Council on Education favor the extension of old-age and survivors insurance benefits of

social-security legislation to nonprofit charitable, religious, and educational institutions and organizations, whether privately or publicly controlled.

The representatives favor the extension of old-age and survivors insurance benefits to publicly controlled institutions on a voluntary basis.

The conference approves the recommendations of the committee in favor of mandatory extension of old-age and survivors insurance benefits to privately controlled institutions and organizations.

A good deal of the spirit of these resolutions was embodied in the Social Security Act amendments of 1950.

Agencies of the council have also made statements favoring the continuance of the historic Federal and State policies of granting various types of tax exemptions to bona fide nonprofit educational institutions.

The council has long been actively interested in international cooperation in education, through both governmental and intergovernmental agencies and through voluntary associations. It favors the extension and improvement of the international educational exchanges, and has worked to facilitate educational reconstruction in war-devastated countries and in countries under postwar Allied military occupation. Among motions adopted by the 1949 meeting of the constituent member representatives was one which recognized—

the need for both emergency and comprehensive long-term assistance from the appropriate Federal agencies to supplement the substantial contributions of colleges and universities and private agencies to foreign students in the United States.

(*b*) *American Federation of Teachers*

The American Federation of Teachers is a voluntary, professional organization affiliated with the American Federation of Labor. As of November 1950 the membership of the federation was approximately 65,000.

A statement prepared by the Washington representative of the American Federation of Teachers for inclusion in this report reads in part as follows:

The American Federation of Teachers supports a program of Federal aid for education for five specific purposes:

1. Federal aid to help raise public-school teachers' salaries.
2. Federal aid to provide essential health and welfare services for all children.
3. Federal aid for public school building construction.
4. Federal aid for loans and scholarships to help needy, worthy youth complete their education.
5. Federal aid to help eradicate adult illiteracy.

To assure that the Federal funds will be used for the definite purposes for which they have been appropriated, safeguards must be written into the legislation to assure the use of the funds for the purpose intended. The safeguards for which the American Federation of Teachers asks are:

1. The protection of the rights of minority groups.
2. An assurance that every child in the United States be given the right to share in essential services to protect and promote his health and welfare.
3. The allocation of funds among the States on a basis of relative need.
4. The requirement that States and their political subdivisions maintain at least their present educational budget.
5. The requirement that States and their political subdivisions maintain at least the present salaries of their teachers.
6. The requirement that Federal funds be made available for every part of the State in need thereof to supplement an equitable State aid program.
7. The provision that a major fixed sum of general Federal aid funds be allocated for the payment of public school classroom teachers' salaries, to supplement their present salaries.

8. The requirement that any State receiving funds be required to publish its plans for use of Federal funds before the funds are expended, and later to publish a report on how these funds have been expended.

9. The requirement for a Federal audit of Federal funds allocated to the States.

10. Express prohibition of Federal control over the administration of the education programs except for those safeguards pertaining to the expenditure of funds for the purposes herein expressly set forth.

Standards must also be established and maintained for the development of a program through which worthy needy students may be helped to complete their education.

In helping eradicate adult illiteracy, the Federal Government should stimulate and assist all agencies working in this field and should have on its own staff experts to advise the agencies working in this field and to furnish them with all possible constructional aids and devices.

Federal grants-in-aid to help the States finance an adquate school building program must also be administered with such safeguards as would promote the social purpose of the program and maintain standards for construction.

Vocational education

To assure a sound program in vocational education, it is necessary that there be a clearer understanding of what is meant by vocational education and what its functional relation is to general education.

Social standards and social objectives involved in a vocational training program must be more critically evaluated in light of economic needs and changing social trends. To effect this purpose the Division of Vocational Education of the Office of Education, in cooperation with the American Federation of Labor, has been conducting pilot projects. * * *

The Office of Education

Since the Office of Education was established, it has been handicapped for lack of funds. However, even with limited funds, it should more adequately fulfill its purpose. At present, the Office of Education cannot furnish current data on teacher tenure, teacher pensions, teachers' salaries, sick leave, sabbatical leave * * *.

* * * The Office of Education should be the basic source of all informational data concerning education in the United States. It should serve as a clearinghouse on reports on education, and trends and events affecting education in all the States, and in all the Nation. These reports should be made continuously available in a form to give them the greatest possible value.

In general, through the Office of Education there should be coordinated all of the educational activities in Federal Government. However, before the program of the Office of Education can be of the greatest functional value, a closer working arrangement must be effected with the classroom teachers' organizations. It is on a basis of making facts known and in conducting such educational activities as are expressly allocated to the Office of Education that this agency could point the way through which our Nation could develop a dynamic, thoroughly democratic education program.

The GI law

There is a likelihood that the veterans' training program will be extended. Before it is extended, it should be carefully reviewed to ascertain how its administration can be made more effective and socially valuable. Here again, definite safeguards are essential to prevent abuse.

International education

Unusually fine work has been done by the Division of International Education of the Office of Education, working on limited funds. The international education programs in which the Government participates should be more extensively coordinated and administered through the Office of Education. The accrediting of personnel should properly come through the Department of State, but the selection of personnel and the determination of educational programs should be the function of the Office of Education.

Other educational matters

The responsibility of the Federal Government to provide adequate facilities for persons living on Federal territory or employed in fields necessitated by the activities of the Federal Government, as well as the responsibility of the Federal

Government to the several States for the utilization of their land is recognized under the emergency aid legislation enacted by Congress. While the principles set forth in the newly enacted legislation tend in the right direction, the funds provided thus far are inadequate.

The responsibility of the Federal Government for educational programs in outlying possessions has not to date been adequately assumed by the Federal Government. Both the quality and quantity of Federal assistance should be improved. At the same time, the Federal Government must give full recognition to each of the possessions to administer its own educational program. At no time should the Federal Government be an "occupying force" in the conduct of education in any of our outlying possessions.

In the administration of the entire program, the dignity of the individual living in a social community must determine the course of the Federal Government.

(c) *Association of Land-Grant Colleges and Universities*

The Association of Land-Grant Colleges and Universities is composed of 53 colleges and universities designated by the legislatures of their States and Territories as "land grant" institutions, and one separate State agricultural experiment station. The land-grant institutions consitute a national system of colleges and universities which are located in all the States and Territories, and which are federally endowed and partially federally supported.

The following statement is condensed from a memorandum prepared in the office of the executive secretary of the association.

As expressed in various policy statements and resolutions, the position of the association respecting certain phases of Federal activity and relationships in education may be summarized as follows.

Nearly 90 years of experience with Federal aid to higher education for resident teaching purposes has demonstrated that such a program can operate effectively and make higher education widely available without Federal control. This can be done on the basis of (1) Federal specification of broad objectives desired, (2) State and institutional control over how those objectives shall be reached, (3) proper accounting, and (4) mutual consultation and respect.

Direct Federal aid to educational institutions should be conducted through public educational channels and publicly controlled institutions. Opportunity should be given for these institutions or channels to contract with nonpublic institutions for performance of specific services. The responsibility for the program should remain in public channels.

Performance of specific educational services desired by specific agencies of the Government, and generally carried out under contract, should be conducted through the institutions best able to perform the services desired.

Federal aid to individuals for the purpose of furthering their education or research activities should be available to all persons alike, with full freedom of choice as to where they will pursue their studies or do their research. However, a clear distinction should be maintained between aiding institutions through direct governmental subsidy, and aiding individuals to pursue their objectives.

The association's long experience with federally aided agricultural research programs has shown that it is possible through a grant-in-aid system to build up strong research centers over the country which have a great influence on the training of potential scientists and make important contributions to the solution of State, regional, and national problems. The grant-in-aid system has made possible Federal-State cooperation without eliminating local initiative and responsibility.

The association believes that national security involves (*a*) maximum educational opportunity for the development of the largest possible number of potential leaders who are both competent as citizens of a democracy and competent and productive in the various professions and occupations; (*b*) an adequate Military Establishment, for which it is the responsibility of institutions and individuals who are beneficiaries of the movement to provide widespread democratic opportunity, to supply the necessary reserve of talent and leadership; and (*c*) assistance to and cooperation with other nations to the end that their citizens may not want either the necessities of life or the opportunities for individual freedom and happiness. Member institutions and staff members of the association have supported and participated widely in technical and educational assistance and exchange programs.

The member institutions of the association recognize that the Federal Government has an important role to play in education, in the furtherance of national goals and the equalization of opportunity. Federal assistance and support should, to the maximum extent practicable, be conducted along lines which stimulate rather than retard State and local initiative, and permit State and regional variation in methods of reaching a common goal.

One of the major administrative problems of the Federal Government lies in the fact that its research and educational activities are widely scattered in various departments and agencies. The association has recognized the desirability of development of greater coordination as between these activities, and the development of national policy with respect to them. It has favored the strengthening of the United States Office of Education, with which it has had excellent relationships, but believes that coordination of Federal activities should not be achieved by centralization of operating responsibility in one agency for programs in which various "subject matter" agencies of government have a vital and natural interest.

It is imperative that any over-all coordinating group should have access to the views of those in education, as well as those in government, in making policy determinations.

The role of the Federal Government in education and research cannot be isolated from the total role of the Federal Government and its services and functions. Aside from the responsibility of the Federal Government for equalizing educational and other opportunities where gross inequalities exist because of wide variations in capacity to support public services, and for stimulating certain types of programs deemed in the national interest, it is clear that if the total Federal requirements for tax revenues absorb a major portion of the possible tax revenues, the States and municipalities must turn to the Federal Government for aid in supporting their educational and research activities. Educational programs cannot be isolated and left to depend on dwindling sources of State, local, and private support.

Large-scale Federal programs of aid to individual students based on payment of "normal" tuition rates throw an abnormal load on publicly supported institutions with low customary rates of tuition; and such programs necessitate either increased State or local support or increases in tuition rates to all students, including those not subsidized. This tends to reduce, rather than increase, educational opportunity for students not receiving individual subsidies, while at

the same time reducing revenues available to the States to support low-cost higher education available to all.

(d) National Education Association of the United States

The National Education Association of the United States is a voluntary organization of approximately 455,000 teachers and school administrators. It functions through 5 commissions, 1 council, 6 standing committees, 5 joint committees, 13 divisions, and 31 departments. It includes among its affiliates the 48 State education associations and similar organizations in Alaska, Hawaii, and Puerto Rico, the combined membership of which amounts to about 850,000 teachers.

The attitude of the association toward the responsibilities and activities of the Federal Government in the field of education has been indicated in resolutions and policies adopted from time to time by its representative assembly. These resolutions and policies are liberally quoted in the following statement prepared in the legislative-Federal relations division of the National Education Association of the United States for inclusion in this report.

The National Education Association of the United States believes that the Federal Government has an important responsibility to be met in the education of the Nation's youth.

The Federal educational agency

In order to discharge this responsibility the association proposes that the educational function of the Federal Government should be lodged with a National Board of Education created as an independent agency to administer the United States Office of Education. The development of education, whether at the local, State, or National level, should be placed above all temporary and partisan political issues and should be provided with appropriate administrative arrangements to safeguard the integrity of the educational process.

The policy of the association urges Congress to create a National Board of Education, the members of which "should be appointed for long overlapping terms by the President with the consent of the Senate. It further recommends that the National Board should select a professionally qualified Commissioner of Education who would be responsible to the Board for the conduct and performance of the office."

Responsibility for the administration of educational programs, authorized and sponsored by the Federal Government, should reside in the National Board of Education.

Federal-State relations

The United States Office of Education should work through the regularly established State educational agencies as contrasted with a procedure under which the Federal agency would bypass the State educational agencies and operate directly with local educational authorities.

Proper fiscal accounting of Federal funds administered by the States is at all times necessary. There should be no Federal interference, however, in the determination of educational policies by the States.

The association is, therefore, committed to the long-established tradition of State control of educational policies, with the support of public education being a joint responsibility of the localities, the States, and the Federal Government.

The association "condemns any form of legislation which in the name of national security (or for any other reason) sets up parallel educational agencies that absorb, supplant, or duplicate the programs of educational facilities now in existence."

Public funds for public schools

"The association believes the American tradition of separation of church and state should be vigorously and zealously safeguarded. The association respects the rights of groups, including religious denominations, to maintain their own schools so long as such schools meet the educational, health, and safety standards defined by the States in which they are located.

"The association believes that these schools should be financed entirely by their supporters. The association, therefore, opposes all efforts to devote public funds to either the direct or the indirect support of these schools."

Federal support

It has been pointed out that the control of education is a State function but that the support of the public schools is a joint responsibility of the localities, the States, and the National Government.

In fiscal matters it is the duty of the Federal Government to supplement State and local school revenues. The primary objective is that of more nearly equalizing educational opportunity in the United States. Every child in the Nation is entitled to a fair chance to get a basic education, an entitlement now denied millions of American youth. The principle of Federal support has long been established in national policy and practice. Application of the principle has, however, been limited. That limitation is the basis for present association policy which reads as follows:

"The National Education Association is pledged to a program of public education that will make possible acceptable minimum educational opportunities for all. The association is convinced that in order to make this possible adequate national, as well as State and local, support is both desirable and necessary. This is the primary immediate need of public education.

"Therefore, the association continues to urge Congress to take early favorable action on Federal aid to public education. Such aid should be given without Federal control to public elementary and public secondary education in every State, Territory, possession, and the District of Columbia."

Federal funds made available under the above policy would be applied to current operating costs of the public schools of the Nation. Federal fiscal responsibility does not, however, terminate when this purpose has been fulfilled. The needs in the field of school facilities are beyond the financial powers of many of the States.

The association, therefore, "recommends that Federal funds be made available to assist the States in meeting the immediate needs of public-school housing. Such funds should be distributed through the regularly constituted State educational authorities."

The association further declares as a part of its policy that "the Federal Government should reimburse local taxing bodies where Federal acquisition of property has distorted the tax base by loss of revenue or by increased population requiring extra school services." This policy, it should be noted, was partially discharged by the Eighty-first Congress through the enactment of legislation authorizing benefits to some 500 war-impacted school districts in the Nation.

Federal aid for higher education

In order to assure maximum national strength, particularly in the field of leadership, at a time when national responsibility in the family of nations is urgent and of great magnitude, the association proposes that all practicable means should be employed to provide adequate educational opportunities on the college and university level for young men and women of promise and ability who otherwise, for lack of funds, would have no chance for further training.

The association has therefore declared that the "Federal Government should finance the establishment in every State of a system of competitive scholarships under which young men and women of high capabilities may attend college. Scholarships for teacher preparation should cover the complete cost of training of the individual." The association also proposes that Federal aid should be extended to higher education in the form of grants to publicly controlled institutions and of compensation to privately controlled colleges and universities for the cost of specific services rendered at Government request.

Education and international relations

The association believes that the Federal concept of the function of education should be greatly broadened in order that educational services may be more extensively employed to develop understanding and good will among the different peoples of the world.

"The association urges further expansion of the educational activities of UNESCO and recommends that more representatives of public education be included as delegates of the United States in all UNESCO conferences."

The association also "urges the continuation, expansion, and adequate financing by the cooperating local, State, and Federal authorities of the existing program for exchange of teachers among the nations."

The association also believes that the Federal Government should in other appropriate ways encourage education in its support of the United Nations and enlarge its opportunities to contribute to national preparedness.

6. FARMERS' ORGANIZATIONS

(a) *American Farm Bureau Federation*

The American Farm Bureau Federation was organized in 1919 with the stated objective to "correlate and strengthen the State farm bureaus * * * to promote, protect, and represent the business, economic, social, and educational interests of the farmers of the Nation, and to develop agriculture." It is a general farm organization composed of 1,409,000 farm families in 45 States and the Territory of Puerto Rico.

The following resolution relating to Federal activities in education was adopted at the Thirty-first Annual Convention of the American Farm Bureau Federation on December 15, 1949.

Democracy cannot function, nor can it long carry its heavy international responsibilities, unless all citizens obtain a basic education to permit intelligent and informed participation in the work and life of the Nation and the world. No child can begin to have equality of opportunity unless he has in his youth, above all, effective schooling. That this schooling be granted our youth is the concern of the entire Nation. We of the American Farm Bureau Federation pledge our support to maintain and improve our educational system so that all may have an equal educational opportunity.

We urge reasonable Federal grants-in-aid to States on the basis of need to assure an equal opportunity for an education for all youth without undue tax burdens on any citizen or State. It is imperative, however, that all control over our public school systems remain in the hands of State and local agencies. We also support the principle that the States have a primary duty to provide educational opportunities within each State. We urge State, county, and local units of the Farm Bureau to study the needs of their own schools and to encourage effective action to improve the educational system.

Immeasurable service is being performed for the people of this country by the land-grant colleges and extension services. Educational demonstrations, technical assistance, and other methods have well proved the value of adult education. Through this agency farmers are assisted in meeting farm problems as they arise. The Extension Service also builds for the future through the 4–H Club work for boys and girls. We also wish to commend the work of the Future Farmers, the Home-Maker Group, and the night class conducted under the supervision of the Vocational Education Administration.

Through a system of grants-in-aid to States the control of the programs of the Extension Service and the experiment stations of the land-grant colleges has been kept in the hands of the people they serve. Through this democratic system emphasis has been given to State and county responsibility, thereby assuring close association with farmers and their needs, and the development of programs to meet these needs.

We view with a good deal of concern the efforts on the part of certain other educational agencies of the Federal Government to expand their operations into the out-of-school adult education fields, which is resulting in duplication and overlapping of functions of long-established educational agencies. Such activities should be corrected if such programs are to be expanded or maintained.

(b) *National Farmers' Union*

The Farmers Educational and Cooperation Union of America, commonly referred to as the National Farmers' Union, is an organization comprising about 450,000 members. Membership is scattered throughout 30 States with most of it concentrated in the Dakotas, Kansas, Minnesota, Wisconsin, Montana, Colorado, Oklahoma, and Arkansas.

The organization has for its goal the preservation of the family-type farm which will give to the farmer a comfortable living with adequate income and welfare service such as education and health.

The following resolution pertaining to the educational goals of the Farmers' Union and to Federal educational programs was adopted at

the last national convention which was held in Denver, Colo., in March 1950:

Adoption by Congress of a Federal aid to education bill is more urgently required with the passage of every year. We renew our insistence that Congress adopt this measure and include in it the authorization of very liberal funds. Improvement of school housing is still urgently needed. In part, this need has not been met because of faulty planning and construction programs. We advocate additional effort, both Federal and local, to bring adequate school facilities within reach of every child. This can be achieved only by careful planning of future programs of school construction.

We advocate the holding of many rural education workshops, which will bring together community leaders, education leaders, and other people who can help to overcome the present school crisis. These workshops must develop ways and means to improve rural schools.

We believe that every young person has the right to the opportunity to a college or vocational school education. This opportunity must be made secure by a financial aid plan, similar to the present program for financial aid to World War II veterans.

During the sessions of the Eighty-first Congress, representatives of the Farmers' Union appeared before various congressional committees urging enactment of a Federal aid to education bill, a rural school construction bill, and a bill which would set up a new Department of Health, Education, and Security.

Specifically, the Farmers' Union supported the Federal aid to education bill "which was passed through the Senate and which provides $300,000,000 annually for grants and aid to public schools." Its representatives recommended also enactment of a bill which would provide an expenditure of $10,000,000,000 for a school construction program over a period of 10 years. Representatives of the Farmers' Union appeared also in the support of Reorganization Plan No. 27, which would set up a new Department of Health, Education, and Security.

(c) *National Grange*

The National Grange is a farm fraternity over 80 years old, which has as its basic principle building and fostering the welfare of the farm family. Local units of the National Grange, scattered through 37 States, number over 7,000. In carrying out its principal purpose of developing and preserving the farm home, the Grange is concerned with community service, legislation, cooperative activities, and the public welfare generally.

The following statements appear in A Résumé of Agricultural Policy and Program Recommendations Adopted by the National Grange Eighty-third Annual Session at Sacramento, Calif., November 16–25, 1949, issued by the headquarters of the National Grange in Washington, D. C.

Federal aid to education

We favor Federal aid to education on the elementary and secondary levels but only if the law specifically provides that all the Federal-aid funds for use in any State be expended as determined by State and local governments without interference or control by Federal agencies or officials.

Federal Commission of Education

We recommend the creation of a United States Commission of Education, broadly representative of the public, as an additional safeguard against Federal control of education.

The Commission should consist of seven members to be appointed by the President and approved by the Senate from industry, labor, agriculture, and other major groups. Equal representation on the Commission should be given the two major political parties and the various sections of the country.

We recommend a part-time Commission with power to select a full-time executive officer.

We favor independent status for the United States Commission and Office of Education.

Federal rural library aid

We approve the extension of library service to all rural areas and will support all efforts to extend such service which are consistent with our policies and objectives.

The school-lunch program

The established policy of the Grange is to provide better dietary standards for all the people, and we reaffirm our support of an adequate school-lunch program use of Federal funds only where the requirements are beyond local ability to provide.

Independence of Extension Service

Since control and use of a public agency supported largely by public funds for the benefit of any private organization impairs its ability to serve all farmers well and equally and is essentially undemocratic, we urge Federal legislation providing:

1. That the Extension Service be controlled only through the medium of democratic government.
2. That it be made unlawful for the facilities and employees of the Extension Service to be used for organizational activities in behalf of any general farm organization.
3. That any private funds, accepted for the use of the Extension Service, be free from any control whatsoever of the contributor, and that the legislation include specific and adequate safeguards to insure complete independence of the Extension Service from private organizations or contributors.

We urge our representatives in Washington first to endeavor to work out a satisfactory program with the AFBF officials and if not possible to immediately make an effort to get the congressional committees to hold hearings on this problem and to do their utmost to secure the passage of necessary remedial legislation at the next session of Congress.

* * * * * * *

We recommend and will support—

Providing scholarships to capable young men and women who wish to practice medicine in rural areas and providing special aid to the organization and maintenance of rural medical cooperatives under a plan similar to the one designated in title 4 of Senate bill 1679.

7. ASSOCIATIONS OF PARENTS AND TEACHERS

(a) *American Parents Committee*

The American Parents Committee is an incorporated, nonprofit association established in 1946 with the stated purpose of improving conditions for children nationally and locally. The organization has a membership estimated in its Washington, D. C., office as being "approximately 1,500 persons."

According to a letter received by the writer of this report from the executive director of the committee on September 29, 1950, the committee had at that time adopted no policy statement or resolution concerning the role of the Federal Government in education. A statement entitled "Why Federal Aid Is Vital to Meet the Educational, Health, and Welfare Needs of American Children, and Why It's a Long-Run Economy," published and currently distributed by the committee reads in part as follows:

The education and health of children are a national problem in which local communities, the States, and the Federal Government must cooperate. There is * * * a tremendous amount of interstate migration. Nearly half the people in the United States live in different States than those in which they were born and in which they grew up. New York State, for example, can't do anything without the aid of the Federal Government, about the fact that millions of its

present and future residents were born and brought up in States where they may not have been taught to read and write, and where physical and health defects which developed during their childhood went uncorrected, only to make them public charges in hospitals and mental institutions in their adult years. If for no other reason than interstate migration, every State should be deeply concerned about the lack of education and health care given children born in other States.

In many of the poorer States there isn't wealth enough that can be taxed to provide adequate health and welfare services for children. In many of these poorer States, the tax rate is higher than the tax rate in the wealthy States. But because incomes in the poorer States are much lower, the tax yield, even with a high tax rate, does not provide sufficient money to pay for decent school and health services. If some of the Southern States used all the money that they raised in taxes for education alone, they couldn't raise the level of educational expenditures per child in their States to the average for the entire United States.

Another reason why Federal aid to help reduce the inequalities in education and health services among the States is so vital is that there are more than 50 percent more children per 1,000 adults in some of the poorer States than in some of the wealthier States. The rich States get richer, and the poorer States get children! In the poorer States the education and health job is proportionately bigger because there are proportionately more children, and there are relatively fewer adults to pay taxes, and less per capita income that can be taxed. And so the Federal Government must help the poorer States to meet the needs of children, as it is now helping the States to fight forest fires, to fight venereal disease, to aid the farmers with their crops and cattle, and to help build roads.

(b) National Congress of Colored Parents and Teachers

According to information obtained from its president, the National Congress of Colored Parents and Teachers is a "nonpolitical, nonsectarian, and noncommercial" organization operating in the District of Columbia and in the following States: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The organization is composed of State units in each of these States and the District of Columbia, and has a total membership of "over 100,000 persons."

Following is an extract from a statement received from the president of the National Congress of Colored Parents and Teachers for inclusion in this report.

The Congress has supported bills looking to the enactment of appropriate legislation by the Congress of the United States in support of Federal aid to State education. * * * As recently as February 9, 1950, it placed itself on record * * * favoring Senate bill 246, then pending looking to the allocation of Federal funds for the education of public-school children.

It is too well known that all of the States cannot allocate sufficient funds to educate all of its children. This fact established, the National Congress of Colored Parents and Teachers, Inc., takes the position that Federal aid is a national must. However, it further takes the position that if and when it shall become the national policy to aid the States, simple, positive, and unequivocal language should be inserted in the act that every child shall be the recipient of the Nation's bounty regardless of race, creed, or color, keeping in mind that taxes in support of Federal aid to public-school education in the States are not laid upon certain groups but upon all citizens according to their holdings and earnings in industry and their daily pursuits.

c. National Congress of Parents and Teachers

The National Congress of Parents and Teachers, an organization "dedicated to the service of children and youth," had in December 1950 a membership of 6,167,079 parents, teachers, and other adults in 35,000 local associations in the 48 States, the District of Columbia, Hawaii, Alaska, the Canal Zone, occupied Germany and Japan, and the Virgin Islands. Its stated objectives are: (*a*) to promote the welfare of children and youth in home, school, church, and community;

(*b*) to raise standards of home life; (*c*) to secure adequate laws for the care and protection of children and youth; (*d*) to bring into closer relation the home and the schools, that parents and teachers may cooperate intelligently in the training of the child; and (*e*) to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social and spiritual education.

The following statement was prepared in the national headquarters of the National Congress of Parents and Teachers for inclusion in this report.

As a Nation-wide organization we believe that it is necessary for the Federal Government to supplement those funds raised by local and State governments to provide adequate educational opportunities for all children and youth, and we have set up the following definite policies with respect to Federal aid for education:

(1) We believe that Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several States, with provisions ensuring (1) distribution according to need; such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum Federal control; and (3) encouragement to the States to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

(2) We support the principle that any such funds appropriated by the Federal Government should go to public, tax-supported schools only.

(3) We believe that Federal funds should be appropriated to give aid in the construction of public-school buildings, after competent approved surveys have been made.

(4) We believe that Federal funds should be used to provide, through the United States Office of Education, adequate programs of health and physical fitness for children and youth.

(5) We believe that Federal funds should be used for such programs of adult education as affect the welfare of children and youth.

The national congress has been deeply concerned about the growing shortage of qualified teachers for the public schools. In 1946 the board of managers adopted the following resolution on the professional standards and salaries of teachers:

"The National Congress of Parents and Teachers is deeply concerned over the growing shortage of qualified teachers for the public schools, a shortage that has reached the point of a national emergency.

"It is clear that we can meet this problem only by establishing conditions that will attract and hold competent and thoroughly trained men and women in the teaching profession.

"Therefore we urge that standards of employment throughout the United States be raised to a high professional level commensurate with the responsibility resting upon the teacher as the molder of society.

"We approve the following professional standard for teachers who are 4-year college graduates with full professional training: a minimum beginning salary of $2,400 a year with annual increments the second year and each year thereafter to a salary level of $5,000 to $6,000 for long-experienced and efficient teachers.

"We commend the States and communities that have already established salary schedules equal to or higher than these, and we strongly urge the adoption of similar standards in every State and school district in the Nation at the earliest moment that such standards are attainable."

Our Schools and the Next Decade, a report of the joint committee of the National Congress of Parents and Teachers and the National Education Association, which has been given wide distribution, points out the effects of increasing school enrollments. Major essentials in attaining the kind of schools most Americans want are listed: More and better qualified elementary teachers, "fair and professional" teachers' salaries, well-rounded teaching programs, and school building programs. Among the steps recommended to be taken by State congresses and local parent-teacher associations preliminary to action programs are: surveys of the teacher supply, local and State financing, school district organization, and Federal aid.

Our active legislation program reaffirms our policies with respect to Federal aid for education and includes the following recommendations in support of the activities of the United States Government in education:

(1) Adequate appropriations for the United States Office of Education.

(2) Improvement of public library services by providing Federal funds to be channeled through the United States Office of Education to State library agencies.

(3) Education of Indian children to be administered through the State departments of education with adequate Federal appropriations to furnish educational opportunities equal to those of other American children.

(4) Legislation to enable the States to make more adequate provision for special services required for the education of physically handicapped children of school age.

We offer the following suggestions for consideration in connection with the activities of the United States Government in education:

(1) Establishment of the United States Office of Education as an independent agency.

(2) Establishment of a national system of financing scholarships and loans to students for higher education.

(3) Strengthening of existing provisions for Federal promotion of vocational education.

(4) Provision for further promotion in the United States Government for international exchange of teachers and students in international education activities with the desire of fostering international good will among nations.

(5) Provision for the coordination of Federal education activities which are at present spread throughout the Government.

(6) Establishment of a Federal labor education extension service in the Department of Labor.

(7) Provision for improvement of educational benefits for veterans.

(8) Provision for Federal aid especially for adult education.

(9) Transfer of the administration of the school lunch program from the Department of Agriculture to the Office of Education.

(10) Establishment of regional education offices.

8. INDUSTRIAL AND TRADE ORGANIZATIONS

(a) *Chamber of Commerce of the United States*

The Chamber of Commerce of the United States is a voluntary federation of 3,200 local and State chambers of commerce and trade associations. The federated organizations have a total membership of approximately 1,400,000 persons. About 1,453 of the State and local member organizations have committees active in the field of education.

The following statement was prepared in the national headquarters of the United States Chamber of Commerce for inclusion in this report:

A recognition that adequate education is essential to the maintenance of our democratic institutions and the expansion of our economy has been reflected in the program of the National Chamber since the very beginnings of this organization prior to World War I.

The chamber's current general policy statement on education originated with our committee on education, which includes in its membership recognized leaders in the field of education as well as outstanding men from the business community. It was approved by the vote of delegates from our members organizations at the 1948 annual meeting. * * *

As is pointed out in this policy declaration, the National Chamber believes that increased economic and individual well-being of the people accompanies rising educational levels. We hold that business is and will continue to be an increasing beneficiary of the constant upgrading of the quality of education.

In urging business support for adequate financing of educational programs, we have repeatedly emphasized that the needs of education should be met by the States from their own resources. To seek Federal aid for education is to invite Federal control. In order to guarantee freedom of teaching, which is the foundation of American education, and to avoid the danger of regimentation, the States and communities should recognize and fulfill their respective financial responsibilities.

In taking this position the chamber does not advocate repeal of specific Federal grants-in-aid to public, local, and State educational agencies which already have been established.

The attitude of the national chamber toward Federal aid to general education may be summarized as follows:

1. Financial and administrative responsibilities for public education should be retained in the hands of local and State authorities. All tendencies to permanently transfer responsibility for financing or directing the development of public education to the Federal Government are undesirable.

2. Where specific emergencies or opportunities for the improvement of education are not being met by local and State authorities, the Federal Government should stimulate needed local and State action by—

(*a*) Adequate research and service from the United States Office of Education.

(*b*) Emergency financial assistance for specific and well-defined purposes shown to be temporarily beyond the resources of the individual States.

3. While it is the chamber view that the States should take leadership in improving the efficiency of school administration and where necessary provide the financial assistance needed to guarantee minimum standards, the public schools of each community should nevertheless reflect the needs and opportunities of the community they serve.

4. Excessive domination from State administration has already been demonstrated to discourage local initiative and support. Neither Federal nor State education departments should attempt to replace local administration.

* * * * * * *

While opposing any permanent Nation-wide transfer of responsibility for school finance to the Federal Government, the national chamber has approved various specific programs of stimulation and temporary financial assistance. In the original chamber referendum on vocational education in 1916, such assistance was approved by the constituent membership by over 8 to 1. No subsequent referendum or policy has withdrawn that support. Similarly the chamber has cooperated with the apprenticeship program of the Department of Labor and with the educational extension programs of the Department of Agriculture.

Studies instituted by the chamber since 1944 have demonstrated the close interrelationships between the economic well-being and the technical training of our people—and those of other nations as well.

Hence, wherever local school systems have failed to adapt to the obvious needs and opportunities of their local economy, State or Federal stimuli to that end have been approved as in agriculture, business education, home economics, trades and industry or distributive education. This approval has, however, assumed that local and State communities, once alerted to the value of such training, would eventually take over full responsibility for planning and financing it—and most of them are doing so.

At the same time, business organizations have, as our policy indicates, recognized the increasing need for cultural and economic literacy. The expanding well-being of the American people is no less a matter of their interests, understandings, and appreciations than their technical and vocational skills. But these understandings and appreciations cannot be brought or imposed from Washington. They must evolve from the thought and action of each community.

The chamber's program on education is therefore directed squarely at developing such grass-roots understanding and support.

(*b*) *National Association of Manufacturers*

The National Association of Manufacturers is a national organization of over 15,000 member companies, representing all industries and located throughout the United States and in Alaska and Hawaii. According to information obtained from its national headquarters, the association fosters "greater unity among America's manufacturers in working out their common problems, economic and industrial." Through it manufacturers "seek to crystallize their views into policies and programs on current problems." The association provides information services for managers of industry and "serves as their national spokesman."

In response to a request for information concerning the viewpoint of the association respecting Federal activities in education, the following statement was received from the association's national headquarters for inclusion in this report.

In 1897 the association learned that at that time technical schools in both England and Germany were far superior to those in the United States and urged establishment of commercial and industrial and technical schools in United States cities. The history of the association's interest in and support of education dates from that year—the second year of its history.

Specifically, the association has been active in the organization of apprentice training, extension work in agriculture, industrial education, home economics education, and promotion of vocational education in general. Following the First World War the association took and has since maintained an active interest in rehabilitation of veterans, particularly through on-the-job training, and during World War II was active in the training-within-industry programs. Since the war it has been actively engaged in programs for training and employment of physically handicapped people. Throughout the history of its activities in the field of education, the association has always urged safety training and the promotion of safety measures.

At its fifty-third annual congress (1948), the National Association of Manufacturers adopted the following resolutions on education:

"* * * Manufacturers have a sincere desire to see established and maintained an educational system which meets the varying and changing needs of the individual and of society and which should be consistent with the American way of life.

"The Congress of American Industry believes that the greatest contribution to the acheivement of the above goal will be made:

"1. When the various units throughout the entire educational system are permitted reasonable and suitable diversity in character and program;

"2. When the educational units are administered at, or as closely as possible to, the local level;

"3. When the individual unit at the community level is free to develop a program in accordance with its purpose and when it is held accountable to the people for its stewardship;

"4. When students, through opportunities for broad and diversified exploration, investigation, and evaluation, are accorded the maximum freedom to learn, consistent with sound educational practice;

"5. When individuals, local and State governments, and every business element of our economy fulfill their responsibility by providing adequate support for the whole educational program;

"6. When individual businessmen take the responsibility in their own community for careful study and cooperation in connection with the courses of study, the adequacy of school facilities, and the compensation of teachers.

"The Fifty-third Congress of American Industry accordingly emphasizes industry's interest in education and calls upon all employers to initiate and promote closer ties between industry and education in their own communities, to give active leadership and personal support to the maintenance of adequate educational facilities, and the compensation of teachers on a basis which is consistent with their professional stature."

Amplifying these resolutions, the association believes in principle that the determination, administration, and control of education is properly a State and local concern and prerogative. This includes elementary, secondary, higher education, and adult education.

The association further believes that many education and training programs for adult workers and especially those conducted within business and industrial establishments, can best be determined, administered, supervised, and operated by individual employers or employers' associations through their own facilities or in cooperation with State and/or local education authorities.

The association views with increasing concern the continuing governmental activities aimed at further extending the role of the Federal Government into the field of education. Local educational activities should be handled at the local level, where the agencies of Government are in close touch with and amenable to the wishes of the people. Educational opportunities must be increased and improved and new and better facilities provided in many sections of the country. In this endeavor to upgrade our American educational system, American busi-

nessmen and industrialists face the responsibility of acting vigorously, each in his own community and in accordance with the policies adopted by the Fifty-third Congress of American Industry. Intensive work is necessary to reverse the trend of the last 17 years toward centralized government, and to bring local responsibilities with the necessary tax revenues to support them, back home where they belong.

9. CHURCH AGENCIES

(a) *Federal Council of the Churches of Christ in America.*[5]

The Federal Council of the Churches of Christ in America is a federation of 27 Protestant denominations. The purpose of the council is to act for its member churches in matters of common interest and concern in which they desire to cooperate with one another. These common interests and concerns include the relation of the member churches to education and to problems of good citizenship, including social, economic, racial and international problems.

The following resolution was adopted by the Federal Council of the Churches of Christ in America on January 28, 1947.

The executive committee of the Federal Council of the Churches of Christ in America feels deep concern over the emergency in public education in the United States. Depletion in the ranks of teachers incident upon their turning to more remunerative occupations and continued lack of resources for the equalization of educational opportunity throughout the Nation place our public schools in urgent need. To allow educational standards to deteriorate is to invite social disaster.

We therefore urge the appropriation of sufficient Federal funds in subsidy to prevent a lowering of standards in the teaching profession and to remove, at least in substantial measure, the educational handicap under which many children and youth suffer because of the relatively low economic level of the communities in which they reside. We urge such appropriations on condition (*a*) that no Federal funds shall be made available to States to be used in such a way as to discriminate against any minority racial group; (*b*) that the administration of Federal funds made available to States shall be safeguarded against the imposition of Federal control in matters of educational policy; and (*c*) that Federal funds shall be used only for such schools as the constitutions or statutes of the several States make eligible for State support.

We affirm our continued adherence to the American principle of the separation of church and state, and to the principle that public funds should not be used for sectarian purposes.

A booklet entitled "Federal Aid to Sectarian Education?", published by the Federal Council of the Churches of Christ in America, contains the following statement concerning the resolution quoted above.

Protestants generally believe that the present crisis in education requires the granting of Federal funds in aid to some of the States. They believe that citizenship is national and that the failure of education in any part of the country or for any group is a threat to democracy and a loss to the Nation as a whole. They therefore favor Federal aid to education through the States to insure a greater equalization of educational opportunities, but on condition that its administration be under proper safeguards against Federal control of educational policy in the States.

They are concerned that Federal aid under proposed legislation should not be given in such a way as to impair the public-school system or to infringe upon our constitutional and traditional principle that public funds should not be used for sectarian institutions or purposes. Many Protestants share with adherents of other religious groups a concern that secular education is not enough and that religious education is essential for sound democracy. However, they do not agree that an increase in sectarian schools as alternatives to public schools is the best or only solution of the difficulty.

[5] Merged in the National Council of the Churches of Christ in the United States of America, November 29, 1950.

Protestants generally believe that our American democracy would be impaired by the increasing fragmentation of education and the insistent demand for State support for sectarian schools that would still further promote cultural segregation. The granting of public funds, which would result in the increased transfer of Roman Catholic pupils to parochial schools in cities where Roman Catholics predominate or are a considerable portion of the population, would undermine the public schools and would deepen a cultural schism which would tend to impair our democracy.

(*b*) *International Council of Religious Education* [6]

The International Council of Religious Education is a voluntary association of 40 boards of religious education of denominations in the United States and Canada, and 33 State councils of churches and religious education. These boards and agencies represent approximately 90 percent of the membership of Protestant churches in the two nations.

According to information obtained by letter from its headquarters, the council has taken no public stand on "the role of the Federal Government in education nor upon the matter of Federal-State-local relationships in education," but has taken action "expressing its opposition to any Federal aid for nonpublic schools."

(*c*) *National Catholic Welfare Conference*

The National Catholic Welfare Conference is an organization of the Catholic bishops of the United States. At its annual meetings the conference considers problems submitted by its membership and issues recommendations for the guidance of priests and laity in matters pertaining to the general welfare of the Roman Catholic Church. An administrative board of bishops, elected by the conference, serves as an executive committee with authorization to make emergency decisions between annual meetings and to direct the activities and program of the clerical and lay staff assigned and employed at the headquarters office in Washington.

The following statement was obtained from the general secretary of the National Catholic Welfare Conference for inclusion in this report.

Concerning the relationship of the Federal Government to education, the following statement was submitted by a conference spokesman in testimony before a congressional committee:

"This relationship is one of obligation and restriction, i. e., certain duties which the Federal Government should perform in connection with education and other activities from which it should refrain.

"Its obligations are—

"1. By authority of the general-welfare clause of the Constitution, the Federal Government has an obligation to secure for every American child, regardless of his place of residence, an opportunity for an adequate education.

"2. In the interest of national unity the Federal Government has an obligation more nearly to equalize educational opportunity among the States. Sectional antagonisms, racial discrimination, and other forms of civic tension are largely the product of an educational system which tolerates grossly unequal educational opportunities among various parts of the United States. Children who are deprived of educational advantages granted to their neighbors a few hundred miles away or, in the case of Negroes, to their white neighbors in the school next door, will not easily comprehend the meaning of the American slogan e pluribus unum. In a nation as large, powerful, and wealthy as ours, there is no excuse for letting the kind of an education which a child receives depend on the mere circumstances of his place of residence of

[6] Merged in the National Council of the Churches of Christ in the United States of America, November 29, 1950.

the color of his skin. If we are to have a nation which is truly one in fact as well as in sentiment, then we must expect our Federal Government to promote national unity by means of more nearly equalizing educational opportunities throughout the United States.

"3. In the interest of national defense the Federal Government has an obligation to eliminate illiteracy so that all able-bodied persons of sound mind and character may be called upon for military duty in a national emergency.

"4. Under the general-welfare clause, the Federal Government may stimulate specialized research, conduct surveys and otherwise promote the best interests of American education.

"The activities from which the Federal Government should refrain are—

"1. The Federal Government should not establish, operate, or manage any school system of general education, nor should it engage directly in any other educational activities except such as are necessary to train Government personnel.

"2. No branch or bureau of the Federal Government should be allowed to direct, supervise, or control the curriculum or personnel of any school assisted with Federal funds.

"3. No Federal law pertaining to education should require any State to change or to modify its constitution or laws as a condition for receiving Federal funds." [7]

In accord with these principles the conference has opposed (1) a Federal Department of Education with a Secretary of Education of Cabinet rank; (2) a Federal Office of Education that would have power to require any public or nonpublic school to follow a particular course of study or to adopt any textbook or that would be primarily concerned with the development of curricular or textbook materials; (3) Federal aid to education, either for general or special purposes, to States or local communities which have sufficient resources to finance their own schools.

The conference has endorsed (1) the United States Office of Education as now established by law; (2) Federal aid to stimulate certain specialized forms of education—e. g., the extension program of the Department of Agriculture; (3) the National Youth Administration student-aid program; (4) war emergency training programs; (5) the GI bill of rights; (6) loans for the construction of housing facilities for college faculty and students; (7) proposed legislation for Federal aid for college scholarships; (8) the national school-lunch law; (9) the national school-health-service bill; (10) Federal aid more nearly to equalize elementary and secondary educational opportunities in States which lack adequate taxable resources to finance their own schools.

Concerning the controversial question of Federal aid to education, as it pertains to nonpublic school pupils, the conference maintains the following position:

1. The Supreme Court of the United States has decided that public funds may be expended to provide auxiliary school services, e. g., school health services, bus rides, and nonreligious textbooks, for nonpublic-school pupils; therefore, Congress has the authority to make Federal aid to education funds available for these services.

2. As the essential premise for Federal aid to education is the greater equalization of educational opportunity for all American children, Congress has the duty to enact a just and equitable Federal-aid bill which in fact—not in mere theory—will benefit children attending both public and nonpublic schools.

3. A fair and equitable bill must guarantee that a part of each State's allotment of Federal funds will be used for auxiliary school services for non-public-school pupils.

4. The legislation should stipulate that, in States using their own funds for services for non-public-school pupils, both public- and non-public-school pupils should share in any auxiliary school-service program financed with Federal funds.

5. The legislation also should stipulate that, in the case of any State which is forbidden by law to disburse Federal funds in aid of non-public-school pupils, the United States Commissioner shall withhold from such State's allotment of Federal funds a pro rata amount based on two factors: (*a*) the amount of Federal funds used for school services and (*b*) the number of non-public-school pupils in the State. Withheld funds would be used to reim-

[7] Hearings: Public School Assistance Act of 1949—House Education and Labor Committee, pp. 748–749.

burse nonpublic schools for a small part of their expenses incurred in providing auxiliary school services for their pupils.

6. The provisions outlined in the two previous points are similar to those in the national school-lunch law which have made it possible for both public- and non-public-school pupils to enjoy the benefits of the school-lunch program. The withholding provision applies in 28 States.

7. The essential purpose of the withholding provision is to enable Congress to guarantee justice and equity for all school children without requiring any change in any State law. This justice and equity are guaranteed within the limits established by the decisions of the United States Supreme Court.

8. The National Catholic Welfare Conference is opposed to any Federal-aid-to-education bill which does not include the guaranties of the withholding provision.

(*d*) *Southern Baptist Convention* [8]

The Southern Baptist Convention is an organization composed of 27,285 churches, located in 22 States and the District of Columbia. These churches reported a membership of 6,761,265 in 1949.

The delegates from the member churches attending the convention in 1947 adopted a resolution expressing—

firm opposition to the passage of any bill for Federal aid to education by the Congress which includes provision, directly or indirectly, for the application of public tax money to church schools.

The delegates also adopted a memorial reading in part as follows:

Whereas the principle of religious liberty and the policy of separation of church and state are directly threatened by the passage of laws in 19 States which permit assistance in one form or another through tax funds to schools other than public schools, by the enactment of a Federal law providing tax funds for lunches in other than public schools, by the recent 5-to-4 decision of the Supreme Court upholding the use of public tax funds for the paying of bus transportation to children attending other than public schools, and by pending bills which if enacted in their present form would permit the use of Federal tax funds in other than public schools where the State laws and practice allow; and

Whereas tax funds carry the right of control by government and in such use as that stated above may ultimately lead to unwholesome linking of state influence upon church or church influence upon state; and

Whereas such use of public tax funds may aid, develop, and propagate religious groups creating antagonism, strife, and division among our American people; and

Whereas our coincept of democracy is a preservation of the rights of the minority groups in exercisng freedom of conscience; and

Whereas the use of Federal tax funds may ultimately violate this principle of freedom of conscience through the exercise of undue influence by state upon church or church upon state; and

Whereas the founders of our American Government and the framers of our Constitution, such as Thomas Jefferson, James Madison, George Washington, and Patrick Henry, witnessed the unfortunate consequences of alliance between church and state, so forcefully set forth in the majority report of the Supreme Court in the New Jersey case rendered by Mr. Justice Hugo Black * * *

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Therefore be it resolved that, as American citizens—

1. We register our disappointment and alarm over the various legislative enactments, both State and Federal, and the recent decision of the United States Supreme Court which permits the use of public tax funds for the support of schools other than public schools; by thereby infringing upon the separation of church and state and violating the guaranteed principles of our Constitution.

2. We stand for the enactment of State and National legislation in language so clear that "it cannot fail of true interpretation," which will preclude the use of public funds for church purposes or which will contribute to the benefit of any religious group.

[8] The Southern Baptist Convention is the largest Protestant denomination not affiliated with the National Council of the Churches of Christ in the United States of America.

The delegates from the member churches attending the convention in 1948 adopted a resolution reading as follows:

Whereas the McCowen bill (H. R. 2953) is now pending in the United States House of Representatives, which bill denies the use of Federal funds for any direct aid to sectarian schools but leaves the door open for indirect aid out of Federal funds in those States which have constitutions allowing the use of State tax funds for bus transportation and free textbooks for sectarian schools; and

Whereas the financial advantages of the McCowen bill would possibly encourage other States to yield to pressure groups which are interested in securing tax money for even further sectarian purposes: Therefore be it

Resolved, That we urge that this bill be amended in such a manner as to prohibit the use of Federal funds, either directly or indirectly, for the aid of any private, sectarian, or parochial schools.

(*e*) *Synagogue Council of America*

According to the American Jewish Yearbook of 1950, the Synagogue Council of America comprises—

national congregational and rabbinical organizations of Orthodox, Conservative, and Reform Judaism.

The function of the council is—

to speak with united voice on behalf of the religious household of American Jewry wherever agreement—

is—

possible, and in general to stress the elements held in common by the various wings of American Judaism.

Without taking a stand on other phases of Federal activities in education, on March 1, 1950, the Synagogue Council of America adopted the following statement of position concerning Federal aid to public schools:

The Synagogue Council of America has already gone on record on numerous occasions as believing that the American public-school system is one of the bulwarks of our democracy. We reiterate this conviction now that the question of Federal aid to public education is under such extensive discussion.

While allowing for the establishment and maintenance of private schools, as is proper in a democracy, we believe that any action which may jeopardize the growth of our public schools where children of all origins and traditions meet on the common level of American education is certain to prove detrimental to our continuance as a democratic nation.

The Synagogue Council of America approves the extension of Federal aid to our public schools but believes that such Federal funds should not be used to assist private schools, whatever their character. The Synagogue Council believes that the sponsors of these private institutions should provide all the funds necessary for their maintenance.

10. WOMEN'S ORGANIZATIONS

(*a*) *American Association of University Women*

The American Association of University Women is a national association organized in 48 State divisions and 1,142 local branches, with 115,402 members as of June 30, 1950. All members are women graduates of universities and colleges approved for membership by the association. According to its charter the purpose of the association is to unite—

the alumnae of different institutions for practical educational work, for the collection and publication of statistical and other information concerning education, and in general for the maintenance of high standards of education.

The following statement is adapted from a memorandum prepared in the national headquarters of the association.

Since 1927 the American Association of University Women has been concerned with the need to strengthen the status of the United States Office of Education.

Since 1937 the association has supported the principle of Federal aid to public education.

The Association's legislative program, as voted by the biennial convention of 1949, carries four items on educational legislation at the Federal level, as follows: (1) Federal aid, under conditions safeguarding State control, to equalize, extend, and improve public education for children, youth, and adults; (2) measures to strengthen the status of the United States Office of Education; (3) measures which would strengthen the profession of teaching; and (4) measures to advance the educational use of radio, television, films, and other media of communication.

At the 1949 convention the following resolution was passed:

> We shall watch with vigilance emerging programs of legislation for education and the administration of education at local, State, and Federal levels to be in readiness for appropriate action.

Concerning the role of the Federal Government in education, the association has taken a stand in support of the task-force recommendations on education in preference to the final recommendations of the Hoover Commission on the Reorganization of the Executive Branch of Government (appendix P of the Hoover Commission Report). This decision was based primarily on the conviction that for economy and efficiency the various functions of education should be administered through a separate United States Office of Education and that it is in the best interests of education thus to free the Office of Education from partisan politics.

The association also presented testimony before Senate and House committees of the Eighty-first Congress in opposition to the President's Reorganization Plan No. 27. Upon the defeat of Reorganization Plan No. 27 and the advent of national defense proposals following the outbreak of the Korean War, the members again recognized the need to urge the adoption of the recommendations of the task-force report.

Concerning Federal-State-local relationships in education, the association has "taken a stand in support of the so-called Barden bill introduced during the first session of the Eighty-first Congress."

The association has consistently maintained the stand that the present educational crisis necessitates financial aid from the Federal Government. This aid should be so administered as to leave all educational policies absolutely within the control of the States, provided such aid is used for public tax-supported schools only.

Concerning other matters pertaining to the administration of Federal activities in this field, the association has actively supported and assisted in Federal activities in the following fields:

> (1) International student, teacher, and leadership exchange under the Fulbright Act, the international teachers exchange program, and the State Department's program for the training of foreign women leaders. The association was one of the citizens' groups first to participate in the teacher exchange program. Through its fellowship program, which was begun in 1890 and is now supported through endowments of over $1,082,000, the association offers graduate fellowships to gifted women scholars both in the United States and abroad. As a measure for educational reconstruction after World War II, a program of international grants was established which has enabled the association to bring women from war-torn

countries to the United States for training in their professions. One hundred and fifty-four women from 20 countries have benefited by this program. In addition, 38 study grant holders are being brought to this country for the 1950–51 academic year.

(2) International understanding, by support of the United Nations program including support of pertinent United States legislation, by membership in UNESCO, and by active affiliation with the International Federation of University Women which has consultative status with the United Nations,

(*b*) *General Federation of Women's Clubs*

The General Federation of Women's Clubs is a national and international organization comprising a total membership of approximately 11,000,000 women in the United States and 38 other countries and possessions. This total membership figure includes 770,000 paying members and State, National, and international organizations affiliated with the general federation. The stated purpose of the federation is—

To unite the women's clubs and like organizations throughout the world for the purpose of mutual benefit, and for the promotion of their common interest in education, philanthropy, public welfare, moral values, civics, and fine arts.

The following resolutions concerning the Federal Government and education were adopted at the annual convention of the General Federation of Women's Clubs in June 1946. (Resolutions of the federation remain active for 6 years from the date of adoption.)

NEW EXECUTIVE DEPARTMENT

Whereas health, welfare, and education services are basic to the needs of all the people; and

Whereas at present such Federal services are scattered through at least 33 agencies of the Government, lack adequate coordination, are often in competition with one another, and are expensive to administer: Therefore

Resolved, That the General Federation of Women's Clubs, in convention assembled June 1946, approves the creation of a new executive department headed by a member of the President's Cabinet to promote the national interest in health, welfare, and education and to administer Federal programs in these fields

FEDERAL SUPPORT OF PUBLIC EDUCATION

Whereas in the United States there exist wide differences in the extent and quality of the school programs offered by the various States, particularly in the rural sections; and

Whereas the States are unequal in their ability to adequately support public education, thus resulting in wide differences of educational opportunity; and

Whereas existing educational inequalities cannot be removed even though the States adopt modern tax systems and allot a suitable proportion of resulting revenues to the financing of education: Therefore

Resolved, That the General Federation of Women's Clubs, in convention assembled June 1946, goes on record as favoring Federal support of public education without Federal control of educational policies and programs.

The following resolution was adopted by the board of directors of the federation in session in October 1947:

EDUCATION REFERENCE SECTION OF THE LIBRARY OF CONGRESS

Whereas the Library of Congress is the principal library of the United States, the custodian of many of the principal national treasures, and the recognized head of the American library system; and

Whereas the use of its facilities is not widely available: Therefore

Resolved, That the General Federation of Women's Clubs goes on record as approving the establishment of an Education Reference Section in the General Reference and Bibliography Division of the Library of Congress to be available to individuals, libraries, and other groups interested in education and research throughout the country, and that this action become an immediate objective of the federation.

(c) League of Women Voters of the United States

The League of Women Voters of the United States is a national organization composed of 739 local leagues having a total membership of about 93,000 persons in 41 States, Alaska, Hawaii, and the District of Columbia. The purpose of the league is "to promote political responsibility through informed and active participation of citizens in government."

The following information was obtained from the national headquarters of the league:

The League of Women Voters has supported the principle of Federal aid to education since 1944. In 1945 the league set forth six standards against which to measure relevant legislation. The standards were: (1) Funds must be administered through State departments of education or other State educational agencies; (2) grants must be made on the basis of need; (3) the funds must be used to increase educational opportunity, not to relieve States of any of their financial responsibilities; (4) Federal funds should be provided only when a fair distribution to schools for minority races is guaranteed; (5) Federal funds must be used only for public education; and (6) States should be encouraged to spend their funds efficiently.

Since S. 472, which was introduced in Congress in 1947, incorporated most of these principles, the league supported this proposal. The league also supported the successor to this bill, S. 246, introduced in the Eighty-first Congress. S. 246 fully met league standards 1, 3, and 4 but deviated in some degree from provisions 2, 5, and 6. Nevertheless the league deemed it advisable to compromise on this measure.

D. Recommendations of the President of the United States

A number of the Presidents of the United States have recommended Federal policies and programs in the field of education. Following the precedent set by President Franklin D. Roosevelt, President Truman has repeatedly urged the Congress to enact measures involving the assumption of further Federal responsibility in this field. In several messages to the Congress and in formal addresses and extemporaneous remarks he has advocated specific Federal educational programs and other measures involving Federal educational activities. Because of space limitations, this report does not attempt to review all of his recommendations affecting education. Following are some of the more outstanding statements made by the President in 1949 and 1950 specifically concerning the Federal Government and education.

In his economic report to Congress on January 7, 1949, President Truman recommended a program of Federal aid for elementary and secondary education and for a system of general scholarships and fellowships. He said:

> The crisis facing education must be met, and the basis for the continued improvement of our system of education made firm. Only with Federal resources can we meet adequately the increased cost imposed by expanding enrollments and the general rise in expenditures for maintenance and operation.
>
> I recommend that a Federal program for aid to elementary and secondary education be initiated. We should make plans whereby the opportunities for higher education would be expanded through cooperation between the Federal Government and public agencies and private institutions, including a system of general scholarships and fellowships. And a study should be initiated to determine authoritatively our national needs for educational facilities and the most feasible methods of providing them.

Concerning these matters, in his budget message of January 10, 1949, the President said further:

It is important to the continued progress of the Nation that we raise our educational standards and expand our fundamental research. * * *

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* * * Although the Federal Government is engaged in this broad range of educational activities, we are not yet assuring all the children of our Nation the opportunity of receiving the basic education which is essential to a strong democracy. In many areas, teachers' salaries are low, particularly in the elementary grades. Too many are leaving the profession; too few are entering. Enrollments are rising. As a result, overcrowded classrooms and substandard instruction are common. As the large number of children born during and after the war reach school age, the situation will become even worse.

Many States are finding it difficult, even with high tax rates, to pay adequate salaries or to take other corrective measures. It is therefore urgent that the Congress enact legislation to provide grants to the States in support of a basic minimum program of elementary and secondary education for all our children and youth. This budget includes a tentative appropriation estimate of $300,000,000 for such grants in the fiscal year 1950.

We know that a shortage of school buildings exists in many parts of the country as a result of wartime deferment of construction and the increase in the school-age population. We do not know the over-all extent of the shortage, the particular areas in which it exists, and whether State and local governments can alleviate it without special Federal aid for construction. In order to provide an adequate factual basis for further consideration of the problem, I ask the Congress to authorize a survey of educational building needs and the adequacy of State and local resources available to meet these needs.

It has become increasingly obvious that the national welfare demands that higher education be made available to more of our talented young people. We should now determine the soundest and most practicable means of providing additional opportunities for capable young people who could not otherwise afford a college or university education.

The budget estimates include $1,000,000 as a tentative estimate of appropriations needed for these surveys when authorized by the Congress.

In a special message to Congress on February 21, 1949, the President recommended extension of the life of the Institute of Inter-American Affairs and authorization for expansion of its cooperative programs in public health, sanitation, education, and agriculture throughout Latin America.

On March 8, 1949, President Truman delivered an address at Rollins College, Winter Park, Fla. In that address he made the declaration, since often quoted, that education, is "our first line of defense" and that it is "the most important task before us." The President said in part:

Education is our first line of defense. In the conflict of principle and policy which divides the world today, America's hope—our hope—the hope of the world, is in education. Through education alone can we combat the tenets of communism. The unfettered soul of free man offers a spiritual defense unconquered and unconquerable.

* * * * * * *

Education is the most important task before us. The Congress should enact legislation authorizing Federal grants to the States to assist in meeting the operating expenses of elementary and secondary schools. There is general agreement that such aid can be given without interference with State responsibility for the scope and content of the teaching.

If our country is to retain its freedom in a world of conflicting political philosophies, we must take steps to assure that every American youth shall receive the highest level of training by which he can profit.

A soundly conceived Federal scholarship program in our colleges and universities is a necessary step in attaining this goal.

In his message to Congress on a national health program, April 22, 1949, the President recommended Federal aid for medical schools

and for scholarships for medical students. Since existing legislation in that field provided for aid to individuals only in the categories of a few diseases, such as cancer, it might be assumed that the President had in mind additional aid. He said:

My second recommendation, therefore, is that the Congress enact legislation to help medical schools expand. Special financial aid should be provided for the construction of teaching hospitals and other facilities and to help the schools cover the cost of larger enrollments. At the same time, scholarship aid should be provided for good students who might otherwise lack the means to undertake the long period of professional training.

* * * * * * *

Another essential step, if we are to continue to improve our medical-care system, is to continue to improve our medical research as more facilities and scientific personnel become available. The Government is already contributing substantially to the advance of medical knowledge by conferring fellowships for research in many specialized fields, by providing grants for research by public and nonprofit agencies, and through its own research activities. We must keep alert to every opportunity to add to the program of medical research through new scientific techniques, such as the use of the products of atomic energy, and through the wise and balanced expansion of research into diseases which have not so far been conquered.

On September 10, 1949, President Truman approved H. R. 3829, designed to provide assistance for local school agencies in providing educational opportunities for children on Federal reservations or in defense areas, and for other purposes. Concerning this legislation and the problem with which it dealt the President said:

This is emergency, stopgap legislation to continue for one more year, and to expand somewhat, a program that has been operating on this same emergency, stopgap basis for the last 8 years. I am glad to note that both the Senate and the House of Representatives recognized, in the reports of their committees which considered this bill, that it does not offer a permanent or satisfactory solution to the important problems presented by the impact of Federal activities and Federal land ownership upon nearby local school districts. The reports of these congressional committees make it clear that this bill is intended merely to provide authorization for needed funds during the fiscal year 1950 while the Congress gives further study to legislation which will meet these problems on a fair, uniform, and economical basis.

I share with Members of the Congress the belief that there is an urgent need to establish a comprehensive Federal policy and plan with respect to the education of all children living on Federal property not subject to State and local taxation, and the education of children living in communities which are adversely affected by Federal activities. With my approval the Federal Security Administrator on April 6, 1949, submitted to both Houses of the Congress a legislative proposal designed to establish such a permanent program administered by the Office of Education, and I recommend this proposal (subsequently introduced as S. 1724 and H. R. 4115) to the consideration of the congressional committees concerned. It is my hope that the Congress will see fit to enact permanent legislation along the lines of these bills and thus obviate any occasion for more stopgap legislation such as H. R. 3829.

The need for permanent Federal legislation to assist in the financing of the education of children living on Federal property and in communities adversely affected by Federal activities must not, of course, be confused with the need for broad and comprehensive Federal assistance to States for the education of elementary- and secondary-school children which I have repeatedly called to the attention of Congress with requests for appropriate enabling legislation.

In his Economic Report to Congress on January 6, 1950, the President recommended several new Federal educational programs. He declared that—

Present deficiencies in education and health are so compelling that I repeat my recommendation for new programs. Expansion of public-health services, and of enrollments in schools of medicine, nursing, dentistry, and public health, should be started now. The growing number of children of school age cannot be permitted

to delay their education. I therefore urge the prompt enactment of aid to elementary and secondary education and the provision of funds for a survey to determine the extent of the need for school construction. There should also be authorized a limited program to assist capable young people who are now financially unable to secure the higher education essential to the full development of their talents.

The President's budget message to Congress on January 9, 1950, set forth his proposals for Federal promotion of elementary, secondary, and higher education as follows:

If education and research are to play their full role in strengthening our democratic society, we must expand our basic research; we must devise types of education that will prepare youth more effectively for participation in modern society, and we must provide better educational opportunities for more of our people.

It is predominantly a responsibility of all government—local, State, and Federal—to provide for the education of our citizens. The Federal Government for many years has given financial aid to special aspects of education, such as vocational education, and to institutions for special groups, such as Howard University. It has become increasingly evident that Federal support of a more general character is needed if satisfactory educational opportunities are to be made available for all. The Nation cannot afford to waste human potentialities, as we are now doing, by failing to provide adequate elementary and secondary education for millions of children and by failing to help hundreds of thousands of young people who could benefit from higher education.

The importance of this need requires that we provide substantial Federal assistance to States for general educational purposes and for certain other important programs in this field.

To progress toward these objectives, this Budget includes expenditures for education and general research (not including large amounts in veterans', national defense, and other categories) of 434 million dollars in the fiscal year 1951, compared with 125 million dollars in 1950. More than three-fourths is for grants to States. The increase is entirely accounted for by the additional expenditures in 1951 resulting from the new legislation I am recommending. This legislation will entail a further moderate increase in later years.

Promotion of education—Elementary and secondary

The high mobility that characterizes our people means that no State is immune to the effects of ignorance and illiteracy in other States. The welfare of the Nation as a whole demands that the present educational inequalities be reduced. Educational inequalities are primarily due to differences in the financial resources of States and localities. Income per capita in some States is less than half as great as in others. The States with the lowest incomes have the greatest proportion of school-age children and are unable to finance a fair educational opportunity even with greater effort in terms of tax burden.

School enrollments in practically every State have risen recently and will continue to rise owing to the increased birth rate. Millions of our children are now taught in overcrowded classrooms. For others, education is provided only on a part-time basis. At the very time when we need more and better teachers, schools must still employ tens of thousands whose qualifications do not meet the standards necessary to provide a satisfactory quality of teaching. Because salaries are generally inadequate, too few capable young people are preparing to enter the teaching profession.

For these reasons, I urge the Congress to complete legislative action to permit the Federal Government to aid the States in support of the maintenance and operation costs of a basic minimum program of elementary and secondary education. The budget provides for beginning this aid in the fiscal year 1951.

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There is a shortage of school buildings in many parts of the country due to the wartime deferment of construction and the increase in the school-age population. In many localities the need for facilities results from the sudden and substantial impact of Federal activities. I recommend that the Congress enact legislation providing for grants to States for surveys of their need for facilities and their resources, and grants for the construction of buildings in those particular areas where Federal activities have been responsible for increased enrollments.

For a number of years several Federal agencies, under separate authorizations, have been helping to finance the education of children living on Federal property

and in communities affected by Federal activities. I recommend that the Congress enact general legislation to establish a single program for all Federal agencies.

Promotion of education—Higher education

Large numbers of young people and adults wish to continue their education beyond high school in order to prepare for entrance to professional schools, to receive additional technical or vocational training or to round out their general education. For many of our people, post-secondary education on a part-time or full-time basis, provided in institutions located within commuting distance of home, would meet their needs at low cost. Several of the States are now developing community institutions for this purpose. I have asked the Federal Security Administrator to make a comprehensive study of this development in order to determine whether the Federal Government might appropriately take any action to encourage the States and localities to establish and expand "community colleges."

Primarily because of low family incomes and of the high costs involved, more than half of our young people who could benefit from a college education are now unable to attend. This failure to develop to the fullest extent the capacities of our young people is a matter of national concern. As a step toward correcting this situation, I shall transmit to the Congress a legislative proposal to authorize a limited Federal program to assist capable youth who could not otherwise do so to pursue their desired fields of study at the institutions of their choice.

The budget includes 1 million dollars as a tentative estimate of appropriations needed in the fiscal year 1951 to establish the required organization and to initiate the program. Assistance to students would begin in the fiscal year 1952.

On March 2, 1950, the President sent a letter to the Honorable John Lesinski, chairman of the House Committee on Education and Labor, replying to a letter from Chairman Lesinski which transmitted a resolution adopted by that committee. The President's letter said in part:

According to this resolution, the Committee on Education and Labor is opposed to Federal control of the schools of America. I, too, am opposed to Federal control of the schools. I have so stated many times, and that continues to be my position. The governments of the States, the schools of America, the ctitizens who have responsibility for the welfare of our educational system are also opposed to Federal control of the schools of America. The Senate of the United States, when it passed a bill to provide for Federal aid to education, made it perfectly clear that it was opposed to Federal control of the schools, and the terms of that bill are explicit in prohibiting Federal control of the schools. On this question, there seems to be general agreement.

The resolution you have transmitted to me proceeds, however, by a process of reasoning which I do not follow, to relate this principle of freedom from control to the position of the Office of Education in the Federal Security Agency. If there is to be no Federal control in any case, I fail to see how any Federal control can grow out of any possible relationship between these two offices.

When I say I am opposed to Federal control of the schools, I mean I am opposed to control by any officer or department of the Federal Government, whether it be the United States Office of Education, the Federal Security Agency, or any other bureau or official. I, therefore, do not understand how the relationship between any of these offices or agencies is of any relevance to the problem of keeping the schools of America free of Federal control.

* * * * * * *

The task before the Committee on Education and Labor is to consider the need for Federal assistance to the schools, and the ways of meeting it, and then to devise a program which will, among other things, prevent all Federal officers who may have anything to do with its administration from exercising a control over matters, which we are all agreed, should be left to the States.

The Commissioner of Education, the Federal Security Administrator, or other officers of the Government cannot and will not do more than to exercise the functions and carry out the duties imposed by law on the executive branch. This will be true in the case of Federal aid to education, if such aid is authorized, as it is in all other matters.

I see no reason why detailed questions of administrative organization should delay or impede the committee in considering and acting upon the problem of Federal aid to education. I have long recommended the creation of a new department which will include the present Office of Education and other governmental

functions in the field of education, health, and welfare. I have recommended that this department be organized in accordance with the best principles of administrative management, which require a degree of responsibility in the department head sufficient to reduce the number of interbureau controversies and issues that require Presidential attention.

I do not see any reason to depart from these principles at this time. They will not in any way increase the powers of any Federal officer over our schools if the Congress performs its task, as I am sure it will, of devising and enacting a satisfactory system of Federal aid based upon the concept that the control of education rests with the States.

The schools of the country are laboring under increasing burdens, and the need of Federal action to protect our children from the growing blight of poor and inadequate education is ever more pressing.

In extemporaneous remarks to members of the United States National Commission for the United Nations Educational Scientific and Cultural Organization (UNESCO) on April 13, 1950, Mr. Truman avowed his full approval and support of that Organization as President of the United States.

In remarks at Havre, Mont., on May 12, 1950, President Truman deplored the condition of the Nation's schools and declared that—

The plain truth is that the cost of providing adequate school systems has long been beyond the financial resources of many of our States.

I have proposed to meet this crisis through a program of Federal financial aid to the States and Territories.

The Senate has already passed such a bill, and I hope that the House will press forward to enact a law to aid education at this session.

Some timid people have raised the false bugaboo of Federal control over education. I do not believe in Federal control, and I do not want Federal control in the schools. I am wholeheartedly in favor of continuing State control over education.

The right way to meet this crisis is for the Federal Government to provide financial assistance to the States, and let the individual States decide how the money shall be spent.

This country has always been a land of opportunity, and I intend to do my part to keep it that way. The American people are deeply devoted to the ideal of universal free education. We must make sure that each boy and girl does get a good education.

Money spent for education is a valuable investment in the future of this country. We should move forward and secure a brighter future for the generations in the coming years that will guide the Nation. There is nothing that could be more important to our country's welfare.

At the University of Missouri on June 9, 1950, President Truman declared in substance that there would be no transcontinental highways in the United States had the people been unwilling to coordinate the highway systems of the Nation. Advocating Federal help in building a school system "that will meet the demands of our day," he inquired: "If we can build roads, why can't we build for the head as well as for the feet and wheels?"

In calling upon the Eighty-second Congress to consider in its current session all aspects of the national mobilization program, the President vigorously recommended, in his state of the Union message in January 1951, that the Congress authorize "aid to the States to meet the most urgent needs of our elementary and secondary schools." This proposal was likewise accorded a prominent place in his economic and budget messages to the Congress in the same month.

It is clear—

said the President in his economic message—

that we cannot neglect the education and health of our people without the most serious results for a long-run defense effort. * * * During World War II,

about 6,000,000 men were rejected by the armed services for physical or mental disabilities. We cannot afford this wastage of manpower, our most vital resource. * * * As we move into a period when we will have an urgent need for all our trained men and women, we must face the fact that nothing can make up for faulty basic education in our primary and secondary schools. This is as true for the men in military service as for the factory worker or the farm hand.

Our public-school system faces the greatest crisis in its history—

the President continued.

More than ever before, we need positive action by the Federal Government to help the States meet their educational tasks. We simply cannot afford to let overcrowding or lack of equipment or staff impair the basic education of our young people.

Under legislation passed last year, the Federal Government is stepping up its aid to school districts overburdened as a result of Federal activities. But special aid of this type to particular school districts will not come anywhere near meeting the general crisis which exists. Therefore, it is vital that the new Congress act now to give the States general aid for school maintenance and operation.

PART 3

SURVEY OF FEDERAL EDUCATIONAL ACTIVITIES

(JULY 1951)

PART 3

SURVEY OF FEDERAL EDUCATIONAL ACTIVITIES

I. INTRODUCTION

A. Purpose of Part 3

The purpose of part 3 of this comprehensive study of Federal Activities in Education and Educational Issues before Congress is (1) to survey the educational activities administered by Federal agencies; (2) to describe the programs individually; and (3) to summarize these activities, including data on funds available for the respective programs as well as general descriptive information. The aim is to review objectively all the relevant activities, setting forth clearly and fully their educational significance or connections, in a volume designed particularly for use as a reference work.

A further purpose of this part of the study is to lay a foundation for the analysis and classification of Federal educational programs which will comprise part 4 of this report dealing with the methods of administration, the levels of education covered, the geographical areas affected, and the number and types of persons affected by the programs. An incidental purpose of the present part is to afford a basis for possible future studies of specific types of activities, such as federally financed instructional and research programs carried out by colleges and universities under contract with the Government, or in-service training programs which are presently being administered by Federal agencies under various authorizations lacking uniformity and consistency.

The general purpose of the entire study is set forth somewhat in detail in the preface. In brief review, it is to make readily available to the congressional committees who requested it, and to the Congress in general, a compilation, analysis, and summary of certain basic information needed for legislative decision on educational issues before the Congress. The study is designed particularly to afford a basis for congressional determination of future policies of the Federal Government respecting the establishment and administration of Federal educational programs, with a view toward the coordination of these programs.

B. Definition of Educational Activities

Webster's New International Dictionary of the English Language, second edition, unabridged, 1950, defines the word "education" as meaning specifically "the impartation or acquisition of knowledge, skill, or discipline of character." The dictionary lists "training" as

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a synonym of "education". It defines the word "educational" as meaning "*of, pertaining to, engaged in, or subserving education; dealing or associated with education; belonging to or applied to the field of education*". The Federal activities reviewed in the following pages are comprised within the range of this definition of the term "educational".

C. Inclusions and Exclusions

For the purpose of this study the term "Federal educational activities" has been construed to include all activities of the following types, among which there is some overlapping: (1) educational activities which are a Federal responsibility, as indicated by statute or other authority; (2) educational or training programs which the Federal Government operates or supports; (3) Federal activities which directly affect, or operate through, or provide education similar to the regular public or private elementary and secondary schools, colleges, and universities engaged in the general and specialized academic, vocational, and professional education of the youth and adults of the United States, its Territories and possessions.

Generally excluded from the present report are mass instructional programs such as the Voice of America and the issuance of news releases and other publications. Although these activities may be encompassed within the dictionary definition of the term "educational", as a whole they are possibly more "informational" in nature. Many Federal agencies distribute copies of their instructional and informational publications to institutions of various kinds, to libraries, and to individuals. The preparation and distribution of such materials is a major activity of the Government. In some cases it comprises or is an essential part of an extension service or other large educational program of an agency, and is here included in the report on the activities of that agency.

The sale and distribution of publications by the Government Printing Office and by the Library of Congress are herein reported. These agencies carry out certain unique operations in this field, which are perhaps somewhat more definitely "pertaining to", "subserving" or "associated with" education than is the distribution of publications by Federal agencies in general.

Generally excluded from this study are the services of libraries of Federal agencies which principally confine the use of their collections to the personnel of those agencies. While these services undoubtedly contribute to the training of employees and are in other respects "educational," because of their limitations they appear to constitute an appropriate subject for separate study.

The services of some of these libraries are nevertheless of considerable educational importance. Particularly so are their bibliographic activities and aids to researchers.

Not included in this report are the extensive educational activities of a number of international organizations in which the United States participates.

In general the data appearing in this report are for the fiscal year 1950. Unless otherwise indicated, data given on obligations for that year exclude obligations for construction. The study does not usually cover programs operated prior to but not activated during the fiscal

year 1950. The report contains information on a few programs initiated since the close of that year.

A number of arrangements for the education of dependents of Federal employees which were being carried out by other Federal agencies in 1950 have been superseded by provisions made by the Office of Education for the education of these persons under legislation enacted by the Eighty-first Congress.

It is recognized that data given on the obligations for most of the programs, and particularly figures on total obligations, if quoted from this report without accompanying explanations, may be misleading. While the expenditures are for "educational" programs as comprised within a dictionary definition of the term, they are often not solely for education, which frequently is not the primary objective of these activities. Often it is a case of the utilization of education or of educational institutions to accomplish other objectives.

Two types of research programs are principally included in this report, namely (1) those carried out by institutions of higher education under contract with Federal agencies, and (2) those carried out by institutions of higher learning, particularly land-grant colleges through their experiment stations, in cooperation with Federal agencies or by the agencies with cooperative aid from the colleges. In some cases research in one or another of these categories is inseparably involved in the whole research program of an agency, and the entire program is reported herein.

The relationships of even "pure" research and education are so close that the two are practically inseparable. Research advances the frontiers of learning. It is basic to education because it furnishes the new facts to be taught.

Research constitutes a major part of the work of the larger colleges and universities. Besides giving instruction, institutions of higher education generally perform the parallel functions of constantly renewing and verifying knowledge and discovering new knowledge. Learning would soon grow sterile without the research carried on by the scholar-teachers in colleges and universities.

As professors carry on research they utilize their graduate and sometimes undergraduate students to help them. Thus they train these students to become research workers.

Besides yielding Government bureaus useful information from fundamental research, which is the principal interest of the bureaus, Government contracts for research often enable institutions of higher learning to engage in research programs which they might not otherwise be able to conduct. Students of the colleges generally have available to them the expert advices of Federal bureaus carrying out research projects in cooperation with the educational institutions. In some cases the Federal experts assist in classroom instruction. Frequently the findings from research are included in textbooks. Work done on Federal research projects by graduate students often serves as the basis for their graduate theses.

Thus, reverting to a consideration of the dictionary definition of the term "educational" the research programs included in this study are not only "subserving education," they are also "associated with education," and are "applied to the field of education."

D. Procedures in Obtaining and Reporting the Data

Whether or not any particular activity is reported in this document depends largely upon determinations made within the agency carrying out that activity. A questionnaire relating to Federal educational activities, definitions of types of programs under study, and detailed instructions for supplying the requested information were worked out by the author of this report with the assistance of a representative of the Bureau of the Budget and a member of the professional staff of the Office of Education appointed by the Commissioner of Education to collaborate in this task. Cooperating particularly in the initial collection of data, the Bureau of the Budget sent this questionnaire and the accompanying instructions to all the departments and independent agencies of the Federal Government.

Although the questions and instructions for answering them were explicit, they could be made applicable only to the programs in general. Hundreds of personal and telephonic conferences between the author of this report and officials of the various agencies administering the programs were necessary to clarify specific consideration of individual programs and to make determinations respecting the reporting of certain aspects of these activities. Following such conferences, decision as to whether a particular program or some of its elements should be reported was generally made within the agency carrying out that activity.

In spite of the clarity of the definitions agreed upon, in many cases decision was difficult as to whether a given activity should be reported as being "educational." Border-line cases of course arose for consideration. It was observed that frequently a Federal activity has several objectives and various ramifications with respect to each of them. The discussions emphasized that in many cases the primary object of a program included in this study is noneducational, although the activity is of much educational significance. It is recognized that agreement could probably not be obtained among the readers of this report regarding the degree to which some of the reported activities are educational in nature. Particularly is this true with respect to obligations or expenditures for educational purposes. Opinions as to the purposes for which funds are expended vary widely.

Often the determination of inclusion or exclusion of a program was not only difficult in terms of concepts but also in terms of these expenditures. Most of the activities are not supported by separate appropriations but are financed from funds appropriated for more general purposes. In many cases it was difficult and in some cases impossible to isolate the expenditure for the educational phase or phases of the general activity.

In reporting these activities, the author has endeavored to maintain consistency in style and form of the accounts of the individual programs. For this and other reasons, hundreds of condensations, supplementations, and other adaptations of the information submitted in response to the original questionnaire have been made. As a whole, the responses to the questionnaire furnished only the basic data from which the accounts appearing in this volume were prepared following further investigation and study. The data given on the legal authorizations for the programs and most of the fiscal data are, however, herein transcribed as originally reported by the respective agencies.

Generally, the final reports on the activities appearing in this volume have been reviewed and approved within the respective agencies concerned.

In the preparation of this part of the report the writer has been aided by Dr. Louise M. Young, who was employed by the House Committee on Education and Labor specifically to assist in the survey. Scores of persons participated in furnishing the information and source material from the agencies. Seldom was any individual found having a comprehensive knowledge of the educational programs within any one agency or bureau.

The assistance of the budget officers in coordinating the information and obtaining fiscal data was particularly helpful, but without the cooperation of persons familiar with the particular program under study in each instance the preparation of this part of the report would have been impossible.

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II. SUMMARY OF FEDERAL EDUCATIONAL ACTIVITIES

A vast amount of the information has been published concerning education in the United States, including provisions for its administration and support. An extended discussion of these matters is beyond the province of this survey, which deals only with Federal educational programs; but the consideration of several relevant points seems basic to an understanding of this summary.

It is conceivable that an observation of the extensiveness of Federal educational activities set forth in this report might lead some readers, particularly foreigners, to the erroneous conclusion that education in the United States is principally supported and administered by the Federal Government. Education is principally supported and administered by the central government in most other countries.

It is observable even from this limited study, however, that the United States has no national system of education. Under provisions of the Federal Constitution, in the United States the local and State governments have assumed through the years the major responsibility for formal education, which they principally control. In this country education is supported from local, State, and Federal Government funds, and from many private sources. The regular, formal elementary and secondary schools and institutions of higher education are supported principally from State and local sources. According to data compiled by the United States Office of Education, during the fiscal year 1948 (the latest year for which such a compilation has been made) the total income of the regular, formal schools, colleges and universities, public and private, amounted to $6,492,638,000, of which 39.5 percent was derived from local, 32.7 percent from State, 10.1 percent from Federal, and 17.7 percent from other sources.

In the absence of any authoritative estimate of the total expenditure for all forms of education, public and private, formal and informal, in the United States, no significant estimate of the share of the total expenditure borne by the Federal Government can be made.

Federal activities in education have developed with the increase in the importance of education to the national security and progress. Many of the educational programs of Federal agencies are not carried out in formal educational institutions and are not operated for the purpose of promoting education as such. Instead these programs use education or educational institutions for the accomplishment of other major functions of the different Federal agencies. This fact has, however, only a minor influence on the educational importance of the activities.

Practically all of the departments and other agencies of the Federal Government are carrying out one or more educational programs. Federal educational activities cover all levels of education from teaching illiterates to read and write to graduate training at the Nation's leading colleges and universities. The instruction includes virtually

all subject fields known to man. The activities directly affect a large percentage of the population and indirectly affect the remainder of the population of the United States, its territories, and island possessions. Most of the Federal educational programs are concerned, however, with higher or adult education or specialized training. Except in the field of vocational training, the Federal Government participates very little in the support of elementary and secondary education in the United States.

A. Programs of the Federal Security Agency

Outstanding among Federal agencies in the number and variety of educational programs operated, and in the number of persons directly and indirectly affected, is the Federal Security Agency. Altogether 47 activities of constituent units of that agency are reported in this volume. The Federal Security Agency is also outstanding in the field of education in that it contains the one office in the Federal Government charged by Congress solely with educational responsibilities, namely the Office of Education. Every phase of education in the United States is served to some extent by the Office of Education. The present study furnishes ample evidence, however, that the services rendered the people by the Federal Government through educational processes are far more extensive than those administered by the one agency termed exclusively "educational". It is especially noteworthy in this connection that the report of the Commissioner of Education for 1950 points out, in substance, that less than one percent of the Federal expenditures for educational activities is channeled through the the Office of Education. The present study corroborates this observation.

Activities of the Office of Education are concerned with gathering and disseminating basic educational information, research, consultative services and other matters relating to its statutory mandate to promote the cause of education throughout the country. Its activities include collection and analysis of statistics, administration of grants-in-aid to education, and giving advice on school organization, administration and legislation, methods of instruction and improvement of the teaching profession. The Office gives special attention to vocational education and international educational relations, and to its new statutory directive to administer a prescribed program of aid to the construction and operation of schools in districts adversely affected by Federal activities.

The many programs of the Federal Security Agency's Public Health Service in the field of education include nurse training; grants for training in cancer control; medical, dental, and dietic internships; grants for construction of health research facilities at educational institutions; specialized training of officers in the Public Health Service; financing of medical research fellowships; grants for teaching medicine and dentistry; provision of medical traineeships; aid to the States in training State and local health service personnel; and other services.

Besides the Office of Education and the Public Health Service, other constituent agencies of the Federal Security Agency performing educational services are the Columbia Institution for the Deaf, the Food and Drug Administration, Howard University, the Office

of Vocational Rehabilitation, St. Elizabeths Hospital and the Social Security Administration. The last named agency administers important programs of aid to the States in training workers to provide child welfare services and health services to mothers and children.

B. Programs of the Veterans' Administration

From the viewpoint of Federal expenditures, by far the most outstanding Federal educational programs are those provided for a special group, namely veterans. Although principally concerned with the provision of opportunities for higher learning, the educational programs of the Veterans' Administration involve other levels of education. They directly affect several millions of persons and cost the Federal Government about four times as much as the educational activities of all other Federal departments and agencies combined, according to the most comprehensive data presently available.

Benefits available for practically all veterans under the program authorized by the Servicemen's Readjustment Act of 1944 as amended include provision for full or part-time academic education, vocational training, or a combination of school and job training, books and supplies and subsistence allowances for veterans in training and their dependents. Under the program of vocational rehabilitation provided for veterans with service-incurred disabilities, the facilities of educational institutions and industrial establishments are utilized to provide a wide variety of vocational and academic training. In addition to these two programs, the Veterans' Administration provides advanced training for the professional and technical staffs of the veterans' hospitals. Besides residency training for medical personnel within these hospitals, this program includes detailing of staff to other medical institutions for training, and in-service training for other members of the medical teams.

C. Programs of the Department of Defense

It was pointed out in volume 1 of this report that the educational activities of the Federal Government apparently began with the training of military personnel. "General instruction" in the Army dates back to the Von Steuben regulations of 1779. The numerous and varied educational programs of the Army now provide not only for necessary military training in all Army activities, but also for far-reaching civilian-type education designed to prepare officers and enlisted men for hundreds of intricate technical tasks.

The *Department of the Army* has the responsibility for the administrative and fiscal support of four joint service schools training Army, Navy, and Air Force personnel. Two of these schools are operated under the Office of the Secretary of Defense and two under the Joint Chiefs of Staff. They are: The Armed Forces Institute, the National War College, the Industrial College of the Armed Forces and the Armed Forces Information School.

Prominent among the Army's educational programs are those administered by the Assistant Chief of Staff, G3, including the operation of the Military Academy at West Point, the administration of the Army service school system, the operation of its extension course program and the Reserve Officers Training Corps program, the training

of military personnel in civilian institutions, and the training of military personnel of friendly foreign nations.

The extensive and varied activity specifically termed the "Army Education Program" is aimed at raising the academic educational level of Army personnel in general. Other educational activities of the Department of the Army are concered with apprenticeship training at ordnance installations, reeducation of the population of occupied areas, the education of dependents of Army personnel, training of selected personnel at Rutgers University, language and area training, training of civilian personnel in specilized fields, and research through contract with colleges and universities.

The *Department of the Navy* operates various service schools for naval personnel, and provides for the training of selected naval personnel in civilian schools. It has programs for training for both civilian and enlisted naval personnel to become commissioned officers in the Navy and Marine Corps. The latter activity is carried out at the Naval Academy at Annapolis and other institutions of higher learning. The Department also arranges for its naval personnel to engage in educational pursuits through correspondence courses, especially through the United States Armed Forces Institute and the Marine Corps Institute. The Department discharges responsibilities for the education of school-age dependents of its personnel residing in certain localities, and operates school busses for the dependents of some of its employees. It also provides for scientific studies of naval needs and problems to be carried out at educational institutions.

Training for day-to-day administration, operation, housekeeping and maintenance is in some respects the most important educational program of the *Department of the Air Force*. It includes the technical training program and the Air Reserve Officers Training Corps program. The former provides indoctrination and training of personnel in the varied skills required in the maintenance and operation of aircraft, electronic devices, laundries, messes, et cetera. The Air Reserve Officers Training Corps supplies junior officers for the Air Reserve forces. The civilian institutions program provides graduate and undergraduate education of selected personnel in administration and management. Other major educational programs of the Air Force prepare selected personnel to pursue research for air weapons, aviation medicine and other Air Force needs, and provide for contracts with educational institutions for such research. Besides these programs the Air Force carries out programs for off-duty education of airmen, and apprenticeship training and special training in aircraft maintenance for civilian employees.

D. Programs of Other Departments

The Cooperative Extension Service of the *Department of Agriculture*, operating through the land-grant colleges, has become "an effective educational force to improve the economic welfare, health, and community life of rural families." Besides maintaining this Nation-wide educational service in cooperation with the States, the Department works closely with the land-grant colleges and other educational institutions in numerous research projects for the advancement of agricultural knowledge. Useful information developed from this research is disseminated to farmers and to the public through the Extension

Service and other agencies of the Department. The Graduate School of the Department of Agriculture has become an outstanding educational service agency and school of graduate study. Training activities, including demonstration and consultative services, are also carried out by several other agencies of the Department. The Department administers the national school lunch program providing a midday meal to the students of participating schools throughout the Nation. Among its other educational activities and aids to education are contributions to the agricultural training of certain foreign nationals, and payment to school funds of Arizona and New Mexico a portion of the gross proceeds of national forests in those States.

Twenty-nine educational programs of the *Department of Commerce* are reported in this survey. These include educational programs directly operated by the Department, and other activities in the field of education directly affecting educational institutions. The first of these categories includes in-service training of employees and of certain foreign nationals, and the operation of specialized training schools. The second includes contractual arrangements with educational institutions for research, the provision of scholarships and fellowships for qualified employees, financial aid to the State maritime academies, and the promotion of aviation education in the colleges and high schools. In carrying out some of its programs the Department utilizes the services of a number of colleges and universities. Important educational institutions operated by the Department are the Merchant Marine Academy at Kings Point, N. Y., the Merchant Marine Cadet Schools at San Mateo, Calif., and Pass Christian, Miss., and the Bureau of Standards Graduate School.

In promoting a better understanding between the American people and the people of other countries, as an implementation of foreign policy of the United States, the *Department of State* is engaged in extensive activities of educational importance. These activities, carried out in relations between the United States and other countries, involve exchanging students, teachers and other persons, exchanging knowledge and skills, operating libraries and institutes as outlets for American thought and scholarship abroad, aiding American-sponsored schools abroad, cooperating with other countries in technical training, and related projects. Other educational activities conducted by the Department of State are aimed at orienting new employees in the work and objectives of the Department and training foreign service officers in the field of foreign affairs. In carrying out the latter activities the Department principally utilizes its Foreign Service Institute.

The educational activities of the *Department of the Interior* are of wide variety and scope. Outstanding among them is the elementary and secondary schooling of Indian, Eskimo, and Aleut children living on reservations or where public school facilities are not available. Among the other activities of this Department are the apprenticeship and college cooperative research programs of the Bonneville Power Administration, safety training for employees of the Bureau of Mines and for employees in the mineral industries, visual education of the public in conservation of mineral resources, in-service training of departmental employees, and aid to Alaskan public schools.

The seven educational programs of the *Department of Justice* fall into the main categories of (1) adult education for aliens preparatory to naturalization and for inmates of penal and correctional institu-

tions, and (2) training programs in law-enforcement procedures for personnel of the Department and for law-enforcement officers from State, county, and local government organizations. The activities are carried out through established national institutions such as the National Police Academy and the United States Immigration Border Patrol Training School, and through various field schools, formal classes at penal and correctional institutions, the preparation and supplying of citizenship textbooks for use in the public schools, correspondence courses, and other procedures.

The educational activities of the *Department of the Treasury* include training persons for the performance of duties in the Coast Guard, the Bureau of Customs, and the Bureau of Internal Revenue, and the promotion of thrift education in the Nation's elementary and secondary schools. Besides operating formal schools such as the United States Coast Guard Academy and the United States Customs In-service Training School, the Department utilizes the services of certain colleges and universities for resident instruction of selected personnel, and employs correspondence courses, the distribution of teaching aids, and other media to attain its educational objectives.

In performing its statutory function of promoting the welfare of wage earners in the United States, improving their working conditions and advancing their opportunities for profitable employment, the *Department of Labor* carries out four major educational programs. These are concerned with the promotion of apprentice training, aid to the training of State and local employment personnel, direct training by the Department of factory safety inspectors, and in-service training of the Department's own employees. In addition, the Department cooperates with other Federal agencies in affording selected foreign nationals industrial training and opportunities for study of American industrial processes. The largest program of the Department in the field of education is the promotion of apprenticeship and other training on the job in the skilled trades.

On reply to inquiries made by the author of this report, the *Post Office Department* reported no activities within the limits of this study.

E. Programs of Other Independent Agencies

The major educational programs of the *Atomic Energy Commission* include contract research carried out at colleges and universities, the provision of fellowships in the physical, medical, and biological sciences and radiological physics, and education for dependents of employees at Commission installations. A part of the responsibility for the education of employee dependents has been taken over by the United States Office of Education under Public Laws 815 and 874, Eighty-first Congress. Other programs of the Commission are designed to provide opportunities for employees of Atomic Energy Commission installations to continue their academic study for credit toward scientific degrees; to instruct scientific personnel in the techniques of handling radioisotopes and in uses of radiation instruments; and to accomplish other purposes.

The *Smithsonian Institution* was established by the Congress for the "increase and diffusion of knowledge among men." Some of its activities are directly instructional; others basically subserve education. These activities include scientific research and publication of

research findings; operation of an international exchange service for the exchange of governmental and other scientific and literary publications; the collection, preservation, display and interpretation of works of art; the acquisition, exhibition, and dissemination of information concerning wild animals from all over the world and the exhibition and interpretation of the national collections representing anthropology, botany, geology, zoology, engineering, industry, history, and graphic arts.

In carrying out its statutory responsibility for the conservation and development of the natural resources of the area affected by its activities, the *Tennessee Valley Authority* pursues a number of educational undertakings in cooperation with nearby educational institutions, particularly land-grant colleges and other agencies. Three of these programs are concerned respectively with the use of research, demonstration and instruction to develop conservation of forest, agricultural, and mineral resources. Three others deal with problems arising from the valley's development, namely the provision of school facilities for employees on TVA projects, guidance of families in adjustment to new locations, and studies of environmental sanitation. Other educational activities of the TVA, are designed to promote an understanding of the Authority's program of development, to guide TVA officials in relations with State and local educational agencies, and to provide other employee training.

Of the 16 independent agencies carrying on educational activities not already described, six reported only in-service training programs aimed at orienting new employees or training others for more efficient service. The agencies included in this group are the Civil Aeronautics Board, the Civil Service Commission, the Federal Deposit Insurance Corporation, the Federal Mediation and Conciliation Service, the Interstate Commerce Commission, and the Railroad Retirement Board. The administrative intern program of the Civil Service Commission is designed to aid all Federal agencies in developing their managerial talent. Besides the six agencies just named, three others, namely the Economic Cooperation Administration, the National Advisory Committee for Aeronautics and the Reconstruction Finance Corporation have in-service training as well as other educational programs.

Four of the independent agencies in this group of 16 cooperate with executive departments in the international educational exchange and assistance programs. These four agencies are the Economic Cooperation Administration, the Federal Communication Commission, the Housing and Home Finance Agency, and the Displaced Persons Commission.

The Housing and Home Finance Agency also discharges important functions subserving education through loans to educational institutions for student dormitories and other aids in the provision of housing for educational institutions. The General Services Administration bears the important responsibility for making available such surplus property as is needed and usable for educational purposes. Other educational activities among the 16 independent agencies here under consideration include operation of civil defense schools of the Federal Civil Defense Administration; operation of the public school system of the Panama Canal Zone; the research programs of the National

Advisory Committee for Aeronautics, the Housing and Home Finance Agency, and the Reconstruction Finance Corporation carried out through contracts with colleges and universities; and finally participation by the Federal Reserve Board in economic seminars conducted by educational institutions.

F. Programs in the Executive Office of the President

Activities of three agencies in the Executive Office of the President include educational programs, namely the Bureau of the Budget, the Central Intelligence Agency and the National Security Resources Board. Two of the programs of the *Bureau of the Budget*, carried out in cooperation with the Department of State, involve respectively (1) bringing selected high-ranking governmental officials and representatives of the press of Occupied Germany to the United States to study democratic government, and (2) inter-American exchange of information, and of personnel for instruction, in the field of public administration. Another program provides training in public administration for government officials of other countries in cooperation with the Economic Cooperation Administration.

The *Central Intelligence Agency* has authority to assign any employee to any domestic or foreign educational institution offering special training desired by the Agency. Much of the training is derived from language and area studies.

The *National Security Resources Board* utilizes research facilities of certain universities to obtain basic data on essential aspects of resource mobilization.

G. Programs in the Legislative Establishment

In the Legislative Establishment the *Library of Congress*, the *Government Printing Office* and the *United States Botanic Garden* perform unique services subserving education. As the principal reference library in the United States the *Library of Congress* plays an important role in the process of higher education. Its vast collections and research facilities are constantly in use by scholars and students from many parts of the United States and foreign countries. Besides operating its library proper, the Library of Congress performs several other functions which contribute to education, namely (1) the mainenance and services of the Law Library, (2) the provision of books for the adult blind, (3) the maintenance of a union catalog of library holdings, and (4) the provision of printed cards for school, college, university and other libraries.

The Division of Public Documents of the *Government Printing Office* carries out the primary responsibility for the cataloging, indexing and distributing of United States Government publications through sale, exchange or free distribution, thus making available to schools, colleges, students, and other institutions and individuals the educational and informational materials produced by Federal agencies. The Government Printing Office also operates an apprentice-training program.

Besides displaying selected living specimens of plant life for public view and study, the United States *Botanic Garden* performs consultive

and advisory services to scholars, students and other interested persons in a broad field of botanical and horticultural knowledge.

H. Programs of the District of Columbia[1]

The Board of Education of the District of Columbia operates the public school system of the District, a veterans' high school, two teacher-training colleges, and the Capitol Page School, and provides supplementary educational opportunities and benefits. Other educational activities are carried out by the Board of Public Welfare, the Department of Corrections, and the Fire, Health, and Metropolitan Police Departments.

The Board of Public Welfare and the Department of Corrections operate programs of academic, vocational, and social education for children placed under their charge. The Fire Department and the Metropolitan Police Department both have in-service training programs. Besides carrying out a broad program of this type the Health Department provides health education for clinic patients and for the general public, and limited training of certain medical and health personnel of private agencies and institutions.

I. Total Expenditures for Federal Educational Activities

This report contains information concerning the expenditures on an obligational basis for the fiscal year 1950 for the programs reported. The nature of the information necessarily varies considerably. In some cases exact figures are given; in others, estimates. In occasional instances no figures on obligations for the programs were obtainable; but in such cases the explanatory information given may be of almost equal interest to the reader.

It has been pointed out in the Introduction to this study that, although the programs reported herein are "educational" under dictionary definition, there are wide differences of opinion as to whether the expenditures for the programs should be charged to educational or to other purposes, since frequently the primary or ultimate objectives are noneducational in nature. For this reason it would be impossible, from data presently available, to arrive at a generally acceptable estimate of the total expenditures for Federal educational activities.

In a number of instances, funds expended for an educational activity are not segregable from those expended for more general purposes in which that activity is included. Seldom is there an appropriation specifically for the educational program. In many cases certain expenditures specifically for the educational activity are known, but these amounts do not include all costs of the program, and the other costs may be practically indeterminable. Particularly is this true of the educational activities of the Department of Defense. For example, extended study would usually be necessary to determine what portion of the cost of construction and maintenance of multiple-purpose buildings on an Army post should be charged to their educational usage—or how much of the cost of ships or airplanes converted from combat to technical training usage should be charged to the latter purpose. Likewise it would be difficult to determine the part of the

[1] For information on the form of Government of the District of Columbia, see sec. IV, C of this volume

cost of an educational program represented by the pay of thousands of trainees receiving widely varying compensation from the Government while in training, according to their respective ranks or classification levels and the amount of time devoted to the educational program. In general such costs of the individual programs as could be determined only by extensive study are not included in the fiscal data appearing in this report.

The figures given below were furnished by or computed from data supplied by the agencies concerned. These figures represent obligations for the fiscal year 1950 for most or all of the educational programs of each of the departments and other agencies of the Federal Government. The figure given for each separate department or agency is more meaningful if considered in connection with the information given on the activities of that agency elsewhere in this report.

Although representing the most comprehensive data of this kind presently available, the table below may nevertheless be misleading if quoted without this full preceding explanation. Considered in conjunction with this explanation the total is significant. It represents the estimated minimum expenditure during the fiscal year 1950 for the programs covered in this survey.

The expenditure by the Veterans' Administration was about 81 percent of the estimated total for the entire Federal Government for the fiscal year 1950.

Exact or estimated obligations for Federal educational programs, by agency, fiscal year 1950

[Subject to the limitations set forth in the preceding explanation]

I. Executive departments:	
A. Department of State	$21, 593, 693
B. Department of the Treasury	3, 731, 926
C. Department of Defense—Army	[1] 47, 445, 605
D. Department of Defense—Navy	116, 724, 760
E. Department of Defense—Air Force	110, 806, 884
F. Department of Justice	1, 186, 416
G. Post Office Department	0
H. Department of the Interior	22, 590, 726
I. Department of Agriculture	177, 083, 596
J. Department of Commerce	9, 114, 382
K. Department of Labor	3, 621, 554
II. Independent offices and agencies:	
A. Atomic Energy Commission	25, 762, 454
B. Federal Security Agency	70, 089, 436
C. Smithsonian Institution	2, 280, 132
D. Tennessee Valley Authority	4, 188, 116
E. Veterans' Administration	2, 941, 218, 541
F. Other Independent Offices and Agencies	23, 568, 312
III. The Executive Office, Legislative Establishment, and District of Columbia:	
A. The Executive Office of the President	[2] 155, 146
B. The Legislative Establishment	8, 403, 788
C. The District of Columbia	29, 074, 172
Total	3, 618 639 639

[1] Excluding principally the entire Army service school system, for which adequate data for an estimate are not available.

[2] Excluding the Central Intelligence Agency, regarding which information is withheld for security reasons.

III. ACTIVITIES OF THE EXECUTIVE DEPARTMENTS

A. Department of State

1. SUMMARY

There are two principal types of educational programs in the Department of State. First and most extensive are the programs designed to promote a greater understanding of the United States—its way of life, its ideals and aspirations, its national policies and objectives—among the other countries of the world, and to create a better understanding between the American people and the people of other countries. Frequently undertaken in connection with educational institutions, these activities serve as an implement of United States foreign policy. While they make significant contributions in the field of education in general, the activities are not carried out primarily for this purpose but for the primary purpose of achieving international understanding. Among them are the several exchange-of-persons programs (Fulbright, Smith-Mundt, Finnish, German, etc.), the overseas library and informational center programs, aid to American-sponsored schools, and the educational assistance programs in Latin America administered by the Institute of Inter-American Affairs.

The second type of educational activity conducted by the Department of State comprises principally the programs conducted by the Foreign Service Institute of the Department, which are designed to orient new State Department employees in the work and objectives of the Department, and to train Foreign Service officers in the field of foreign affairs. The staff of the Foreign Service Institute is assisted in its training of Foreign Service personnel by visiting lecturers and professors and by specialized training courses at several leading universities.

The basic law under which the educational exchange programs are carried out (the United States Information and Educational Exchange Act of 1948) contemplates

> an educational exchange service to cooperate with other nations in (2) the interchange of persons, knowledge, and skill; (b) the rendering of technical and other services; (c) the interchange of developments in the field of education, the arts, and sciences.

Restricted at first to the Latin-American countries the program was expanded in 1949 to include Europe and other areas of the Eastern Hemisphere. It falls into two broad categories: (1) Exchange of persons; and (2) overseas information centers; binational American centers; English teaching; translations of representative American books; and special collections of significant American books and journals not available through commercial channels, for presentation to key officials and persons of influence in other countries.

With the deepening international crisis, the program has been applied more intensively to the existing world situation in an effort

to meet the growing challenge of Communist propaganda and subversion through a "Campaign of Truth."

The exchange of persons program secures direct communication between the United States and other nations through personal contact of carefully selected representatives of all participating nations. Persons selected for exchange include representatives from both the mature leader and the student levels. The program for exchange of adults in positions of active leadership seeks to obtain immediate results by imparting knowledge to other peoples through the experiences of their leaders. The exchange of students is a longer term investment in country-to-country understanding.

All available facilities of the United States, Government as well as private, are utilized in the exchange of persons activities. The Department of State's program is only a small part of the total United States activities. The great bulk of activities is carried out under private auspices in this and other countries. The Department's policy is to enlist the active participation of and to render facilitative services to private individuals, groups, and organizations interested in the program.

Colleges and universities have played a leading role in the program since its inception, and each year an increasing number of schools and colleges have established their own exchange programs. Thousands of students both in the United States and abroad have become interested in furthering their knowledge of their particular specialties through research and study in other countries. American participants come from all the States of the Union and their increased knowledge acquired abroad is often absorbed by their respective educational communities on their return. Foreign participants not only learn about American educational ideas and techniques; from their own specialized knowledge and skills they also make a substantial contribution to American education. Universities have added new courses and revised existing courses to place added emphasis on the importance of international relations and the ideas developed through the international exchange program.

The experience at one American university is illustrative of the influence of the program on the college campus. Shortly after the close of World War II this university established a Committee on Educational Exchange with instructions to develop a program which would further international interests throughout the university. The purpose of the committee was set forth in the following statement:

> The emergence of the United States as a dominant factor in world affairs since World War II confronts American universities with a sober responsibility. The Nation must be provided with educated citizens who have a world point of view. An ever-increasing number of scholars must be equipped with knowledge of the international aspects of their particular disciplines. This task is one of accent throughout all American education.

The committee has been responsible for introducing ideas about new courses, obtaining the services of foreign professors to serve on the faculty, and, in general, making the entire university "exchange-conscious." The committee assists with stipends for visiting foreign lecturers and scholars, some of whom have received permanent appointments to the faculty. The regular faculty members and graduate students are kept informed of opportunities to study abroad, and are encouraged to apply for Fulbright grants and take advantage of other opportunities for study or teaching abroad.

United States information centers, including library and reading-room facilities, are among the chief outlets for American thought and scholarship abroad. In addition to the English teaching activities of these centers, they provide American books, pamphlets, and magazines to foreign readers and offer programs of lectures, films, recorded music, and other educational activities. Publications are selected to give the widest range of up-to-date information about what Americans are doing and thinking, as well as to stress the democratic philosophy of the United States. Headed by trained Americans and utilizing methods and materials available in the United States, these libraries help to counteract anti-American propaganda by promoting a clear and accurate knowledge of this country. There were approximately four million users of our overseas libraries in 1950. The library program supplements the international exchange-of-persons program and imparts to present and future leaders a knowledge of American science and scholarship.

American educators have established schools in many Latin American countries patterned after similar institutions in this country. The Secretary of State is authorized by section 203 of Public Law 402, Eightieth Congress, to give limited financial support to these schools, under a program administered by the Division of Exchange of Persons. These American-sponsored schools make available an American education to children of American residents and local nationals. Since the enrollees are predominantly foreign children, the influence of the schools reaches thousands of Latin-American families.

The Institute of Inter-American Affairs training program and cooperative education program are designed—

> to further the general welfare of, and to strengthen friendship and understanding among, the peoples of American Republics through collaboration with * * * the American Republics in planning * * * and executing technical programs and projects, especially in the fields of public health, sanitation, agriculture, and education.

Under these programs selected professional and technical personnel from the other American Republics who have the prerequisite background and experience are given intensive training in their specialties, either locally in the republic concerned, or at colleges, universities, and other training centers in the United States. Provision has recently been made to take advantage of facilities and experience in the other American Republics by training technicians from one country in another under the joint guidance of United States and national technicians in the country concerned.

The educational objectives of these programs are to promote the welfare of the people through improved health, increased productive capacity in agriculture and industry, and civic and social betterment. These objectives are sought through the training of local teachers and the improvement of the local public schools. In all programs the Institute aims to train nationals to maintain the improvements in their specialized fields upon withdrawal of the Institute's staff.

The Foreign Service Institute of the Department of State offers two major programs—the orientation of new departmental employees and the training of home and field service officers in the field of foreign affairs—both of which are designed to increase the effectiveness of State Department personnel. The purpose of the first program is to give all new employees, from near-top executives to typists, a closer

insight into the work of the Department and to aid them in acquiring basic information on both the substantive and procedural aspects of departmental work. The purpose of the second program is to build up the effectiveness of the Department and the Foreign Service through the progressive development of a well-trained and competent professional corps of Foreign Service officers. Special attention is given to helping these officers acquire a better understanding of political, strategic, and economic factors in foreign relations, and to improving their skill in foreign languages.

The Department finances research at several universities to obtain data on the effectiveness of broadcasting programs.

According to computations made in the Department of State, obligation for all of these programs for the fiscal year 1950 amounted to $20,260,427 (including $4,201,458 in foreign currencies) for operating and $1,333,266 for administrative costs, or a total of $21,593,693.

2. OFFICE OF EDUCATIONAL EXCHANGE

(*a*) *Activity: Educational exchange program, involving cooperation with other countries in the interchange of persons, knowledge, and skills*

Purpose.—To promote a better understanding of the United States in other countries; to increase mutual understanding between the peoples of the United States and of other countries; to counteract anti-American propaganda; and create public opinion in other countries favorable to the United States.

History and description.—The exchange of persons program was initiated in 1936 under the Buenos Aires Treaty with 16 American Republics. Under the Act for Cooperation With the Other American Republics (Public Law 355, 76th Cong.), the program was expanded to include an exchange of students, trainees in government and industry, teachers, professors and specialists with all of the American Republics. During World War II, the educational exchange programs were further expanded by the establishment of two emergency programs financed from the Emergency Fund for the President.

The Fulbright Act of 1946 (Public Law 584, 79th Cong.) further augmented these programs by authorizing the Secretary of State to negotiate executive agreements providing for educational exchanges with foreign currencies, financed from the sale of surplus property. Twenty agreements have been signed under this authority with countries where such funds have been available; and programs of exchange for the purposes of study, teaching or research are now in operation in nineteen countries: Austria, Australia, Belgium, Burma, Egypt, France, Greece, India, Iran, Italy, Luxemburg, Netherlands, New Zealand, Norway, Pakistan, Philippines, Thailand, Turkey, and the United Kingdom. Scholarships to foreign nationals to study in American schools abroad are also granted under the same authorization.

The Smith-Mundt Act of 1948 (Public Law 402, 80th Cong.) furnished the basis for a world-wide program of educational exchange, although funds were not available for use in the Eastern Hemisphere until 1950. Students, trainees in government and industry, teachers, lecturers, specialists and leaders of thought and opinion are exchanged with more than 60 countries, and assistance is rendered to American-

sponsored schools in the other American Republics which serve as demonstration centers for American educational methods.

The exchange program developed by the Army in the American zones of Germany for the reorientation of that area was transferred to the Department of State (Public Law 535, 81st Cong.) with the advent of civil administration. Large numbers of Germans, ranging from students to advanced specialists, have been brought to the United States for educational and reorientation purposes, and a limited number of American specialists have been sent to Germany to assist in the reorientation process.

Beginning in 1949 Congress authorized the use of funds of the Economic Cooperation Administration (Public Law 327, 81st Cong.) to assist qualified Chinese students and other Chinese nationals engaged in academic and professional pursuits in this country, who have been cut off from their source of income, to finish their work. In December 1949 a program was inaugurated for reciprocal educational exchanges with Finland (Public Law 265, 81st Cong.). Finnish students, trainees in government and industry, teachers, lecturers, and specialists are brought to the United States, and American lecturers are sent to Finland. This program is financed from payments made by the Finnish Government on account of its First World War debt to the United States.

American participants in the exchange of persons program, coming from all States of the Union, are largely associated with education in this country, and the knowledge acquired abroad is absorbed by the educational community on their return. Foreign participants not only learn American educational techniques, but make a substantial contribution of their own specialized knowledge and skills to American education. In 1950 the Department made contracts with 31 American educational institutions to assist in the exchange program. A total of 9,122 persons received grants, involving exchanges with 58 countries.

Legal authorization.—Buenos Aires Treaty of December 23, 1936; Public Law 355, Seventy-sixth Congress; Public Law 584, Seventy-ninth Congress; Public Law 402, Eightieth Congress; Public Law 265, Eighty-first Congress; Public Law 327, Eighty-first Congress; Public Law 535, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $13,644,040; contractual, $755,545; administrative, $743,736; supervision and direction, $290,403; assistance to American-sponsored schools, $161,000; total, $15,594,724 (including $4,201,458 in foreign currencies).

(*b*) *Activity: Integrated world-wide program including the operation of United States information centers and binational American centers; English teaching programs; translations of representative American books; and special projects for specific needs*

Purpose.—To promote a better understanding and wider knowledge of the United States in other countries, to counteract anti-American propaganda, and create a climate of opinion in other countries favorable to the United States.

History and description.—The basic program originated in 1939 under the authority of the act to authorize the President to render closer and more effective the relationship between the American Republics (Public Law 355, 70th Cong., 53 Stat. 1290). Funds first

became available in the fiscal year 1941 for a program confined to the American Republics and including (1) binational American centers; (2) American libraries in Mexico City, Montevideo, Buenos Aires, and Managua; and (3) limited grants to American-sponsored schools in the other American Republics.

American centers were established in key cities of Latin America to provide a means of promoting the objectives of the good neighbor policy, and an understanding of the people and culture of the United States. The centers were maintained cooperatively with the host countries, with boards of directors comprising nationals of the host countries, and resident American citizens. United States funds were used to provide limited grants of money and materials and an American director for each center. Tuition fees for English teaching and local contributions also furnished revenue. Activities included the services of libraries of representative American works, documentary film showings, exhibits designed to portray American life and democratic institutions, local radio programs, and seminars and open forums. This program has continued without interruption.

The four libraries in Mexico City, Montevideo, Buenos Aires, and Managua offer essentially the same services as libraries in the United States.

The program of assistance to American-sponsored schools (now administered by the Division of Exchange of Persons) continues in the American Republics, although with limited financial aid. It makes an American education available to the children of American citizens residing in the other American countries; and provides an opportunity for local nationals to observe and benefit from American educational theories and techniques.

With the enactment of the United States Information and Educational Exchange Act of 1948 (Public Law 402, 80th Cong., 22 U. S. C. 1431–1479), the program of the Division of Libraries and Institutes was extended to the Eastern Hemisphere. The United States began an intensive "campaign of truth" to counteract anti-American propaganda.

Current programs differ from those originally carried on in the American Republics chiefly in scope and method of financing. The United States libraries formerly administered by the Office of War Information have been developed into United States information centers, comprising activities similar to those carried on in the binational centers, but financed and controlled entirely by the United States Government. The programs conducted in certain critical areas are designed to make available to foreign school systems American-developed instructional materials stressing the democratic philosophy. These programs include the development, production, and distribution of mass audio-visual materials for the teaching of the English language to foreign nationals.

Under the "campaign of truth," an intensified effort is being made to translate publications into the language of critical areas in order to enlarge the audience and reach all target groups. In addition, the Division of Libraries and Institutes conducts certain activities pertaining to the collection and use of books and other materials employed in furthering the program.

Legal authorization.—53 Stat. 1290—Public Law 355, Seventy-sixth Congress, 22 U. S. C. 1431–1479—Public Law 402, Eightieth Con-

gress; Public Law 265, Eighty-first Congress; Public Law 327, Eighty-first Congress; Public Law 358, Eighty-first Congress; Public Law 759, Eighty-first Congress; Public Law 843, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating $4,390,320; administrative $45,077.

3. OFFICE OF INTERNATIONAL INFORMATION

(*a*) *Activity: Use of motion pictures in furthering the "United States Information and Educational Exchange Program"*

Purpose.—To promote a better understanding of the United States among the peoples of the world and to strengthen international relations through the use of motion-picture films.

History and description.—The United States Information and Educational Exchange Act of 1948 authorized a program for the production, acquisition, and distribution of motion pictures on the American way of life to peoples overseas. The motion pictures produced and acquired by the International Motion Picture Division are shown in theaters and before community groups and organizations through United States information and educational projection facilities, including mobile units, usually in response to specific interests or needs. Some of the films are acquired by purchase from universities or other educational institutions.

Legal authorization.—Public Law 402, Eightieth Congress.

Obligations, fiscal year 1950.—$5,273 (by purchase order or contract to colleges and universities).

(*b*) *Activity: Program evaluation service of the international broadcasting program, carried out with the aid of certain universities*

Purpose.—To evaluate the effectiveness of broadcasting programs to foreign audiences through analysis of listeners' responses; and to produce and disseminate material to increase foreign listening.

History and description.—An integral part of the radio broadcasting program authorized under the United States Information and Educational Exchange Act of 1948 is the program evaluation service which is responsible for a survey and analysis of the effectiveness of broadcasts to foreign audiences; the production and dissemination overseas through United States information and educational missions and by direct mail of publicity and promotion material to increase foreign listening; the selection and evaluation of information from listeners letters; and preparation of replies to letters and requests for information received from listeners. During the fiscal year 1949 contracts to perform specific research projects were made with Columbia and New York Universities and the University of Chicago. The project at the University of Chicago was completed in 1949.

Columbia University is now making a study of the comparative position of international and domestic media in communications behavior in selected areas along the Soviet periphery and a survey of attitudes of public-opinion leaders in Germany toward the Voice of America, British Broadcasting Corp., and Soviet-sponsored radio programs. New York University is making a study of cumulative images of America conveyed by Voice of America broadcasts.

Legal authorization.—Public Law 402, Eightieth Congress.

Obligations, fiscal year 1950.—$35,750 (by contract to the universities).

4. OFFICE OF PERSONNEL

Activity: Departmental and foreign-service training in the Foreign Service Institute

Purpose.—To furnish training and instruction to officers and employees of the Department and of the Foreign Service.

History and description.—Authorization for the Foreign Service Institute was included in the Foreign Service Act of 1946 (Public Law 724, 79th Cong.) and the institute was established on March 13, 1947, absorbing the training programs for departmental employees and Foreign Service personnel previously conducted by the Division of Training Services. Over 9,000 officers and employees of the Department, the Foreign Service, and other agencies of the Government dealing with foreign relations, have been enrolled in programs operated by the institute.

In the fiscal year 1950 Harvard, Yale, Cornell, Columbia, Princeton, and Northwestern Universities, the University of Chicago, University of Wisconsin, University of Pennsylvania, Middlebury College, the Army War College, and the Naval War College participated in affording specialized training to 42 Foreign Service and Foreign Service staff officers in collaboration with the Foreign Service Institute.

Legal authorization.—Public Law 724, Seventy-ninth Congress, title VII, sections 701 and 705, approved August 13, 1946.

Obligations, fiscal year 1950.—Operating, $191,092.56; administrative, $182,355.

5. THE INSTITUTE OF INTER-AMERICAN AFFAIRS

(*a*) *Activity: Cooperation with other American Republics in educational projects*

Purpose.—To further the general welfare of and to strengthen friendship and understanding among the peoples of the American Republics through collaboration with the other American Republics in planning and executing cooperative educational programs.

History and description.—The Ministers of Education of the American Republics in their 1942 conference at Mexico City expressed a need for cooperative educational programs; and in 1944 the Inter-American Educational Foundation signed agreements for programs with seven countries: Peru, Haiti, Guatemala, Honduras, Nicaragua, Bolivia, and Costa Rica. In 1945, six more countries, namely, Ecuador, Chile, El Salvador, the Dominican Republic, Panama, and Brazil, signed agreements with the Foundation. In 1947 the Inter-American Educational Foundation became the Education Division of the Institute of Inter-American Affairs. During 1949 and 1950, because of reduction in funds, only seven programs were operated. In April 1951, eight programs were in operation: in Brazil, Paraguay, Bolivia, Peru, Ecuador, Panama, Nicaragua, and the Dominican Republic.

Specialists of the Institute field staff work with educators in cooperating countries to study problems, formulate plans, and jointly carry out programs, which are designed to promote the welfare of the people through improved health, increased productive capacity in agriculture and industry, and civic and social betterment.

These objectives are sought through the training of teachers and the improvement of the public schools. Originally the programs dealt with the specific problems of industrial education, agricultural education, home economics, and health. More recently improvements have been sought in the entire educational curriculum through cooperative programs involving both elementary and normal schools. The host country assigns both full-time and part-time personnel to the service staff, and pays a greater proportion of the operating costs.

Legal authorization.—Act of August 5, 1947 (22 U. S. C. 281–281 (L)), as amended by Public Law 283, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating $908,600 (United States contribution; the cooperating republics contributed $1,291,263); administrative $54,695 (salaries and travel of personnel of the Washington office of the Education Division of IIAA).

(*b*) *Activity: Institute of Inter-American Affairs training program*

Purpose.—To train leaders and key technical personnel intensively in their special fields, either in their own country, or in other American Republics, to enable them to assume responsible positions in operating and continuing activities initiated under the cooperative programs.

History and description.—The program was begun in the fiscal year 1943 by private corporations, and taken over by the present Institute in 1947. Selected personnel from the other American Republics (teachers, sanitary engineers, nurses, agriculturists, and so forth) with prerequisite professional background and experience, have been given intensive training in their specialties, either locally in the republic concerned or at colleges, universities, and other training centers in the United States and its Caribbean possessions. Maximum advantage is taken of facilities and experience in the other American Republics by training technicians from one country in another under the guidance of United States and national technicians carrying on the cooperative programs there.

Legal authorization.—Act of August 5, 1947 (22 U. S. C. 281–281 (L)), as amended by Public Law 283, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating $168,807; administrative $17,000 (prorated).

B. Department of the Treasury

1. SUMMARY

The Department of the Treasury maintains educational activities in the United States Coast Guard, the Bureau of the Public Debt, the Bureau of Internal Revenue, and the Bureau of Customs.

The Coast Guard operates an academy at New London, Conn., and a training station at Groton, Conn. In addition to these specific facilities a small group of officers attend annually certain leading educational institutions for advanced and specialized studies. The objective in each instance is to provide the specialized education essential to carrying out the statutory responsibilities of the Coast Guard.

Graduates of the Academy are commissioned as ensigns and agree to a minimum service period of 4 years after their graduation. The Academy has a capacity of 500 cadets and provides the main source of officer personnel during normal times.

The training station at Groton, Conn., provides training courses for enlisted personnel who are petty officers or potential petty officers in such fields as electricity, electronics, gunnery, antisubmarine warfare, stenography, engineering, et cetera. The school has a capacity of 2,000 students. It provides for the personnel the specialized training essential to the operation of the Coast Guard which rarely has been previously obtained by individuals enlisting for service in the Coast Guard.

The advanced and specialized training afforded Coast Guard officers is obtained by enrollments in recognized colleges and universities, such as Harvard, Massachusetts Institute of Technology, Rensselaer Polytechnic Institute, Stanford, Scripps, and others. Each year approximately 45 Coast Guard officers pursue courses in specialized fields such as electronics, engineering, naval construction oceanography, business, and personnel administration, law, finance, et cetera, at these and similar institutions of higher education.

Graduates of the Academy at New London, Conn., earn bachelor of science degrees, and appropriate degrees are earned at the recognized educational institutions attended by those who take the advanced and specialized courses of training.

While enlisted personnel who successfully complete the training courses at Groton Training Station do not receive degrees acceptable to recognized colleges, the advanced training in such fields as electricity, electronics, engineering, et cetera, is equivalent to that received in certain trade schools, and qualifies the graduates for later positions in civil life which require such specialized education.

The legal authority for the operation of the Coast Guard Academy is contained in 14 U. S. C. 181 et al., whereas the authorization for the training station at Groton, Conn., as well as the advanced and special training of Coast Guard officers is contained in 14 U. S. C. 93 (G).

The United States Savings Bonds Division of the Department of the Treasury operates indirectly through elementary and secondary schools, both public and private, a school savings program designed to aid in the development of thrift and promote teacher-student investments in United States savings bonds and stamps.

The participation of the Division in this program consists primarily of the distribution of teaching-aid materials to schools to be utilized for thrift training and acquaintance with the Treasury securities. The authority for this activity is the general authority contained in the Expenses and Loans Act of 1917, as amended and extended.

The Bureau of Internal Revenue operates an in-service training program, the purpose of which is the technical instruction of employees on tax laws and their application to auditing income and other tax returns. The program is administered by the Training Division, based in the Washington office, which supervises the training of all new employees engaged as revenue agents, prepares and conducts correspondence course activities for deputy collectors and other employees of the Bureau, and supervises after-hour classes in stenography and accounting. The primary purpose of the program is the qualification of employees for higher bracket auditor and related positions. As of December 31, 1950, over 25,000 employees were enrolled for such courses, approximately 15,000 of whom were study-

ing income tax laws. Legal authorization of this program is general within the annual appropriation act.

The Bureau of Customs established in 1910 at New York, N. Y., operates an in-service training school for the instruction of customs employees, especially inspectors and port-patrol officers, in the proper methods of inspecting (including the supervision of lading and unlading, weighing, measuring and gaging) merchandise and other related customs duties. Employees required to carry firearms also receive instruction in the use thereof, and qualify to the satisfaction of the supervising officers.

The total expenditure for the several projects reported by the Treasury Department for the fiscal year 1950 amounted to about $3,731,926. This amount represents the total expended for salaries on instructors and miscellaneous related expenses, but does not include salary payments to trainees except in the case of the Coast Guard Academy, the operating cost of which does include the amounts paid for cadet pay allowances.

2. BUREAU OF CUSTOMS

Activity: Operation of the United States Customs In-Service Training School at New York City

Purpose.—To train customs employees, especially inspectors and port patrol officers, in the proper methods of (*a*) inspecting, including supervising of lading and unlading, weighing, measuring, gaging; (*b*) performing general police duties, radio patrol, search of persons, et cetera; and (*c*) caring for and using firearms.

History and description.—This in-service training program was begun in 1910 by the collector of customs for the port of New York at the direction of the Secretary of the Treasury. Training initially covered methods of baggage examination. Since that time, the training program has been expanded to cover all customs inspectional including the supervising of lading and unlading, weighing, gaging, et cetera, of merchandise; the training of port patrol officers in general police duties, radio patrol, searching of persons and the apprehension of restricted or prohibited merchandise; as well as instruction in the most effective way of searching vessels and in the proper care and use of firearms. During the fiscal year 1950 the training staff consisted of three employees, each with long experience in the customs duties concerning which he gives instruction. Two hundred ninety-three employees were given training in their inspectional or port-patrol duties. In addition, 904 customs employees authorized to carry firearms received instruction by a range officer, and were required to qualify on the range at least once in each 6-months' period.

Legal authorization.—General authority of the Secretary of the Treasury, the Commissioner of Customs, and collector of customs to train their employees so that responsibilities may be effectively and efficiently carried out.

Obligations, fiscal year 1950.—Operating, $20,807; administrative, none.

3. BUREAU OF INTERNAL REVENUE

Activity: In-service training for employees in the Bureau of Internal Revenue

Purpose.—The technical instruction of employees of the Bureau of Internal Revenue on tax laws in their application to auditing income and other tax returns.

History and description.—In October 1918 a Training Division was established to initiate and carry out this program. As then constituted, instruction was provided in the District of Columbia for newly appointed internal revenue agents who, after successful completion of a course consisting of 45-day classes, were assigned to various field offices throughout the United States. The program was later expanded to provide correspondence courses for deputy collectors in the 64 collection districts.

The gradual expansion of the tax field has necessitated a corresponding increase in training facilities in order that the additional personnel required for revenue collection could be instructed in the special techniques essential to the attainment of the Bureau's objectives. Day classes in the field offices in the various collection districts were initiated for deputy collectors. Instruction is provided by qualified employees under the guidance and with the aid of text material of the Training Division. This Division also supervises after-hours classes in stenography and accounting which are available to employees of the Bureau located in the District of Columbia. As of December 31, 1950, there were 25,682 employees enrolled for correspondence courses of which 14,826 were receiving instruction in income-tax laws specifically.

The complex and technical nature of the Federal tax law, the enforcement of which is carried on by the Washington office and 64 collection districts, requires the dissemination of instructions from a centralized source in order that a maximum of revenue may be attained by a uniform and consistent application of all tax laws. To achieve this result, daily instruction and correspondence courses are offered with respect to individual-income tax law, corporation-income tax law, business and commercial law, evidence and procedure, estate- and gift-tax law, and accounting.

Legal authorization.—General authorization within the annual appropriation acts providing for the operation of the Bureau of Internal Revenue.

Obligations, fiscal year 1950.—Salaries, $192,195. Printing, duplication and material costs, $29,069.99 (based upon an average for the past 3 years).

4. UNITED STATES COAST GUARD

(*a*) *Activity: Operation of the United States Coast Guard Academy*

Purpose.—The education of young men who, upon graduation and acceptance by the United States Coast Guard, are commissioned as ensigns in the United States Coast Guard.

History and description.—The original authority for the establishment of a school of instruction for the Coast Guard is contained in an act of July 31, 1876 (17 Stat. L., 102, 107). Instruction of future officers was first conducted in the revenue cutter *Chase*. In 1903 the course was lengthened from 2 to 3 years. The cutter *Chase* was

decommissioned in 1907 and the school of instruction continued on board the cutter *Itasca* until September 15, 1910. At that time, the school was established at Fort Trumbull, New London, Conn., and, under authority of an act of February 15, 1911 (36 Stat. L., 906) that site was transferred from the War Department to the Treasury. In 1932 the present Coast Guard Academy at New London, Conn., was completed. It is now large enough to accommodate 500 cadets in barracks and is equipped with the necessary classrooms, laboratories, et cetera, to train a cadet corps of that size.

The curriculum is composed largely of scientific and marine engineering subjects, in addition to navigation, seamanship, ordnance and gunnery, military law, and other subjects.

Although the primary purpose of the Coast Guard Academy is the training of young men who will become commissioned officers in the United States Coast Guard, the curriculum has other educational value. Academy graduates are awarded bachelor of science degrees and their background is comparable to that of graduates of civilian engineering schools. However, when a young man enters the Academy as a cadet, he signs an agreement that he will serve as a commissioned officer for a period of 4 years after his graduation.

Legal authorization.—14 U. S. C. 181 et al.

Obligations, fiscal year 1950.—Operating, $1,365,845.06; administrative, $759,500.49.

(*b*) *Activity: Operation of the United States Coast Guard Training Station at Groton, Conn.*

Purpose.—The training of enlisted personnel who are petty officers or potential petty officers in such fields as electricity, electronics, gunnery, antisubmarine warfare, stenography, and engineering.

History and description.—On March 12, 1942, the State of Connecticut donated to the Coast Guard certain tracts of land and buildings located in Groton, Conn. The Coast Guard subsequently established on this site a training station for the purpose of instructing enlisted men in various specialties.

The school has been operated continuously since its establishment. Its capacity is 2,000 students.

Whereas the primary purpose of the courses conducted at the Groton training station is the preparation of Coast Guard personnel for work they will perform while they are on active duty, the instruction also equips the graduates for work in specialized civilian fields. Before an enlisted man is assigned to the training school for instruction, he must, if necessary, extend his enlistment contract so that he will serve during the training period and at least 1 year after training is completed.

Legal authorization.—14 U. S. C. 93 (g).

Obligations, fiscal year 1950.—Operating, $695,397.28; administrative, $493,953.30.

(*c*) *Activity: Provision for advanced and specialized training of Coast Guard officers*

Purpose.—The postgraduate training of selected commissioned officers in such specialized fields as electronics, engineering, naval construction, business administration, personnel administration, oceanography, law, and finance.

History and description.—Prior to World War II and during that period the Coast Guard assigned a relatively small group of officers to postgraduate training. It became apparent shortly after the close of World War II that a number of officers should be trained in the various aspects of engineering, business administration, personnel administration, industrial management and law.

Approximately 45 officers per year are ordered to resident courses of instruction at various colleges and universities, including Harvard, Massachusetts Institute of Technology, Rensselaer Polytechnic Institute, Stanford, Scripps, and others.

The postgraduate courses are valuable as preparation for a number of professions and occupations. An officer who applies and is selected for postgraduate training agrees, however, to remain in service for a period of 5 years after completion of the education provided.

Legal authorization.—14 U. S. C. 93 (g).

Obligations, fiscal year 1950.—$32,011 for tuition, books, and school services.

5. UNITED STATES SAVINGS BONDS DIVISION

Activity: School savings program; operating through elementary and secondary schools, public and private

Purpose.—Distribution of teaching aids to help schools give training in thrift, and promotion of teacher and student investment in United States savings bonds and stamps.

History and description.—The program began in 1941 to enable school children to participate in the war effort by purchasing war bonds and stamps to help meet the cost of jeeps, planes, ammunition, hospital equipment, and other war materials. During the war the Nation's schools were estimated to have been responsible for the sale of some $2 billion of Government securities. During the war also, school teachers and administrators came to view the program as a valuable aid in citizenship education, so at the end of the war they requested the Treasury to continue the program on a peacetime basis. Dollar sales of bonds and stamps in schools declined from 1946 through 1948, leveled off in 1949, and began an upward trend in calendar 1950. Stamp sales for the first half of the school year 1950–51 ranged from $1¼ to $1½ million per month, or from 4 to 6 million pieces (individual stamps) per month.

The Treasury does not administer the school savings program directly. It provides the materials which schools can use to provide thrift training and acquaintance with Treasury securities. It encourages schools to use these materials, and it promotes teacher investment in savings bonds and stamps. A 1949 survey indicated that about one-third of the Nation's 200,000 schools were actively encouraging the sale of bonds and stamps, and that about one-fifth of the Nation's 30 million students were purchasing them regularly.

The program is administered within the Treasury by a small headquarters staff (three officers and three secretaries) in Washington and with the part-time aid of one fieldman in each State, the District of Columbia, and Hawaii.

Legal authorization.—There is no special legal authorization for the school savings program as such. The program is a part of the general United States savings bonds program authorized under the Expenses and Loans Act of 1917, as amended and extended.

Obligations, fiscal year 1950.—Operating, $67,705; administrative, $75,442.

C. Department of Defense—Army

1. SUMMARY

The Department of the Army places major emphasis on the training of its personnel. Its far-reaching educational programs provide not only for necessary military training in all fields of Army activities but also for additional opportunities in civilian-type education designed to permit officers and enlisted men to fit themselves for highly intricate technical tasks and to understand the role of the Army in an increasingly complex society.

Of paramount importance among the Army's educational activities are the six programs administered by the Assistant Chief of Staff, G–3, including the operation of the United States Military Academy at West Point, the administration of the Army service school system, the operation of the extensive course program and the Reserve Officers' Training Corps program, the professional and technical training of military personnel in civilian institutions; and the training of military personnel of friendly foreign nations under the mutual defense assistance program.

In addition to on-the-job training in military specialties, the Army has developed a system of technical schools to prepare soldiers in the handling of specialized military jobs such as the operation of highly technical radar equipment. The Army School Catalog lists hundreds of courses offered in 38 Army service schools, including 3 general service schools, 17 special service schools, and 18 specialist schools. In these schools, courses are given enlisted men in such fields as electronics, intelligence and languages, communications, logistics, photography, engineering and construction, office and personnel adminstration, and medical and dental laboratory technical specialties.

A comprehensive postgraduate military school system for officers is also a fundamental part of the Army educational program. The military education of officers is not finished with graduation from the United States Military Academy or any other officer-training institution. Soon after being commissioned, officers are required to attend branch schools for basic specialized technical, military, and academic training appropriate for the respective branches of the service. After several years of troop duty, officers again return to the branch schools for advanced courses.

Outstanding officers with eight or more years of successful service are selected to attend the Command and General Staff College for an intensive academic year of postgraduate instruction in preparation for higher positions in Army administration and leadership. The most promising of these graduates, after completing 13 or more years of service, are then selected to attend the Army War College to receive an academic year of postgraduate instruction in the duties of commanders and staffs of the higher Army echelons. Selected Army officers also attend joint service schools such as the Armed Forces Staff College, the Industrial College of the Armed Forces, and the National War College, while others are given the advantage of attending civilian colleges and universities under the Army graduate program to develop officer skills in certain physical and social sciences.

The Department of the Army also places emphasis on the troop information and education program designed to offer continuing civilian-type educational opportunities to its officers and enlisted men who seek self-improvement on their own initiative. The troop information and education program covers the educational area between the first grade of elementary school and the college baccalaureate degree. Commanders at every echelon are responsible for encouraging their men to raise their educational levels, and for providing them with adequate educational facilities on or adjacent to their assigned stations, whether located in the United States or in overseas areas. More than 100,000 Army servicemen participate in the Army education program each quarter year at the "basic," "intermediate," high school, and college levels. "Basic" and "intermediate" education is conducted by means of group-study classes taught by professional civilian educators employed by the Army. Placement and achievement tests, textbooks, and instructors' guides for these elementary classes are provided by the United States Armed Forces Institute. In the high school area, Army servicemen may not only attend group-study classes at the larger posts but also have the opportunity to participate in correspondence and self-teaching courses.

United States Armed Forces Institute correspondence and self-teaching courses also are available to enlisted personnel at college level, as are extension courses provided by more than 40 cooperating civilian colleges. An important portion of the Army troop information and education college activity is provided by American colleges and universities which maintain resident centers at major Army installations throughout the world where servicemen may attend college classes provided by accredited American civilian educational institutions. Specialized educational activities designed to meet specific Army needs include the training given at the Signal Corps' Engineering Laboratories at Fort Monmouth, N. J., under contract with Rutgers University, and the apprenticeship programs carried on at Ordnance installations. Other Army educational activities are concerned with non-Army personnel. These include training of civilian personnel of the Army in specialized fields of Army administration, reorientation of persons in occupied areas toward the democratic way of life, education of Army dependents in occupied areas to provide them with the educational opportunities available in the free American public schools, and programs for research and developmental work on military weapons and methods carried on through contracts with educational institutions.

The Department of the Army has been assigned the responsibility for the administrative and fiscal support of four joint service schools, operated under the offices of the Secretary of Defense or the Joint Chiefs of Staff: the Armed Forces Institute, the National War College, the Industrial College of the Armed Forces, and the Armed Forces Information School.

An adequate summary of obligations for the educational programs of the Department of the Army is impossible to compute because adequate fiscal data on a number of its educational activities are not available. Concerning this matter a letter from the Department of the Army to the writer of this report states:

It has not been possible to provide meaningful figures in some reports concerning obligations. Estimates were made, when possible, but the nature of some of the Army educational and training activities is such that even approximate estimates are not possible. At Army service schools, for example, the only available information concerns amounts obligated under "Army training" which cannot be furnished as representing the total cost of operating the schools since they do not include amounts required to furnish standard supplies and equipment issued through normal supply channels, such as travel in connection with the schools or numerous expenses provided for in other cost categories. In this same connection, it should be noted that the pay of personnel participating in Army educational programs is paid from other appropriations, and consequently is not included in obligations shown for educational activities.

Estimated obligations reported by the Department of the Army for the fiscal year 1950 totaled $47,545,605 for the programs for which estimates were given. For the reasons stated, however, this figure is of little significance except as an indication of the approximate cost of a part of the total educational program.

2. JOINT SERVICE SCHOOLS

Two joint service schools are operated under the Office of the Secretary of Defense, and two under the Joint Chiefs of Staff, with tri-service participation. The Department of the Army is designated as the agency responsible for administrative and fiscal support of these schools.

(*a*) *Activity: Educational Program of the Armed Forces Institute*

Purpose.—To provide common educational services and materials for military personnel of the Departments of the Army, Navy, and Air Force in order that they may have opportunities for instruction in subjects normally taught in civilian educational institutions.

History and description.—On December 24, 1941, the War Department authorized the establishment of any Army institute for the purpose of providing educational opportunities to enlisted personnel of the Army. The institute began operations at Madison, Wis., on April 1, 1942, with an initial offering of 64 correspondence courses at the secondary and junior college levels. Later the institute made available hundreds of university and high-school courses through the extension divisions of cooperating colleges and universities under contract with the Government. On September 16, 1942, the institute's courses were offered to the personnel of the Navy, Marine Corps, and Coast Guard. In 1943 it was redesignated the United States Armed Forces Institute. In July 1943, commissioned personnel were permitted to participate in the USAFI program on the same basis as enlisted personnel. Thus, USAFI became an educational facility serving all members of the Armed Forces on active duty.

Increasing emphasis on general educational qualifications in the Armed Forces led to the establishment of the United States Armed Forces Institute in 1946 as a permanent peacetime educational activity. In May 1949, the institute became an activity of the Office of the Secretary of Defense, operating under the Armed Forces Information and Education Division. The institute currently offers 151 correspondence courses, 174 self-teaching courses, and 2 group-study courses. Since its establishment, an estimated 2,500,000 servicemen and servicewomen have been granted credit by civilian schools as a result of courses taken through the institute.

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Legal authorization.—AR 350-3100, December 24, 1941, and charter, Armed Forces Information and Education Division, July 20, 1949.

Obligations, fiscal year 1950.—Operating and administrative cost, $1,626,360. Includes personnel services exclusive of military personnel and of civilian personnel at division level; also travel, transportation of supplies, rent, printing, supplies, material, and equipment, and contractual services.

(*b*) *Activity: Operation of the Industrial College of the Armed Forces for officer personnel*

Purpose.—To prepare selected officers of the Armed Forces for important command, staff, and planning assignments in the National Military Establishment; and to prepare selected civilians for important industrial mobilization planning assignments in any Government agency.

History and description.—The Industrial College of the Armed Forces was established in 1924 to train Army officers in the knowledge pertaining to supervision of procurement of all military supplies in time of war and industrial organization essential to wartime needs. As originally constituted, the staff and student body consisted entirely of officers of the Army. The course was of 5½ months' duration. In 1925, officers of the Navy were appointed to the college as students, and in 1926 the course of instruction was lengthened to 1 year. In 1938 the curriculum was revised to provide advanced study of both American and international developments in industrial mobilization and economic potential. In 1940 a series of curtailed courses in economic mobilization were established under the national emergency program. From December 1941 to December 1943, the college's operations were suspended. The industrial college resumed its regular program of education in January 1946, opening an interim course in economic mobilization. In April 1946 the college was reorganized as a joint Army-Navy school designated the Industrial College of the Armed Forces. The first postwar regular resident course in economic mobilization opened in September 1946.

The Industrial College of the Armed Forces operates under the direction of the Joint Chiefs of Staff as an educational institution of the Armed Forces at the highest level. This college conducts a course of study covering all phases of our national economy and interrelates the economic factors with political, military, and psychological factors. The curriculum also includes all aspects of joint logistic planning and the correlation of this planning with joint strategic planning and national policy planning. The course of instruction covers a study of peacetime and potential wartime governmental organization and the most effective wartime controls.

The Reserve Instruction Branch inaugurated the first of a series of field economic mobilization courses in January 1948, providing a 2 weeks' version of the resident course for Reserve and National Guard officers and selected civilians at major urban centers throughout the United States. In September 1949 the resident course was opened to students from civilian Federal agencies having important defense missions. A correspondence study course in emergency management of the national economy was opened in September 1950, for Regular and Reserve officers of all services, National Guard officers, certain

Federal civilian employees, and selected civilians interested in national defense.

Legal authorization.—National Defense Act, as amended.

Obligations, fiscal year 1950.—$391,079.81.

(*c*) *Activity: Operation of the National War College for officer personnel*

Purpose.—To prepare selected personnel of the Armed Forces and Federal civilian agencies for the exercise of joint high level policy and strategic planning, and to develop their understanding of the essential elements of a national war effort.

History and description.—The National War College as a joint service school is now in its fifth year of operation, and is located on the Fort Lesley J. McNair Post in Washington, D. C. There are 120 full-time students: 34 Army, 30 Air Force, 25 Navy, 6 Marine Corps, 1 Coast Guard, 19 Foreign Service and departmental officers of the State Department, and 1 each from the Office of the Secretary of Defense, Bureau of the Budget, Treasury Department, Commerce Department, and the Central Intelligency Agency.

The college devotes 4 months of the academic year to a systematic examination of international relations and world affairs, of international economics, of the international consequences of the atomic age, of United States commitments and responsibilities abroad, of the formulation of United States foreign policy and its implementation through methods short of war. Instruction in this part of the course is by a small group of resident civilian instructors and visiting lecturers. Six months of the school year are devoted to the study of the strategic areas of the world, the scientific and technological changes which have complicated the tasks of maintaining the national security, foreign policy planning, grand strategy, and war planning in its broadest aspects. The curriculum is developed along broad lines and carried out intensively. The National War College operates under the direction of the Joint Chiefs of Staff as an educational institution of the Armed Forces at the highest level.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1950.—$1,560,081.

(*d*) *Activity: Training program of the Armed Forces Information School*

Purpose.—To train and otherwise prepare selected officers and enlisted men of the Armed Forces for assignments requiring performance of public and Armed Forces informational and educational duties.

History and description.—The Armed Forces Information School was established and began operating in February 1946, at Carlisle Barracks, Carlisle, Pa., and was originally designated as the Army Information School. Until it was reconstituted as the Armed Forces Information School in August 1948, it was under the direct supervision of the Chief of Information, Department of the Army. Prior to the redesignation the school provided three separate courses: public information officer course, troop information and education officer course, and troop information and education enlisted course;

The directive by the Secretary of Defense which changed the designation of the school provided for an additional course—the public information enlisted course, for equal representation of the Army, Navy, and Air Force on the staff and faculty, for student quotas

in each of the four courses for each of the three military services, for supervision and control by the Secretary of Defense, and for administrative support by the Department of the Army. In April 1951, the Armed Forces Information School moved from Carlisle Barracks to Fort Slocum, N. Y.

Titles of the courses correspond to the titles of the specialists' positions in which the graduates of the school serve. The public information course prepares officers and enlisted personnel to perform staff functions and operations in connection with the dissemination of information about the military services to the public; the information and education courses prepare officers and enlisted personnel to perform staff functions and operations in connection with the orientation of military personnel as to their general responsibilities as citizens and service personnel, and in connection with academic educational programs both on and off duty in the services.

The total available student spaces at the school are allotted to the three services in proportion to their military strengths. Capacities and course durations are public information officer course—100 students—8 weeks; information and education officer course—100 students—6 weeks; public information enlisted course—150 students—6 weeks; information and education enlisted course—150 students—6 weeks. The staff and faculty are made up of 76 officers from the Army, the Navy (and the Marine Corps), and the Air Force. Commandants are provided by rotation among the Army, Navy, and Air Force. At present an admiral of the Navy is the head of the school.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1950.—$245,706.

3. OFFICE OF THE ADJUTANT GENERAL

Activity: Provision of elementary and secondary school facilities for dependents of military and civilian personnel of the Department of Defense. (1950)

Purpose.—To assist children who live in occupied areas or in Government quarters under Department of the Army jurisdiction, to obtain the public school educational opportunities to which they normally are entitled but which otherwise may be denied them because of their residence in Government quarters or in occupied areas.

History and description.—The Army program for the education of dependents has grown continuously since its beginning in the fiscal year 1948, when approximately $1,990,000 from appropriated funds was provided for the schooling of 15,500 eligible dependents residing on military installations in the United States, its Territories and possessions and certain other overseas areas, including occupied areas. Due to the limited amount of appropriated funds available for the operation of the program in the fiscal year 1950, some nonappropriated funds, when available, were used, and in some instances it was necessary for parents concerned to pay tuition fees for their children's education.

The enactment of Public Law 874, Eighty-first Congress provided for free public school education for children residing on Federal property. Under this law the Office of Education is charged with the responsibility for providing such free education to eligible children of

all agencies of the Federal Government in the continental United States, Alaska, Hawaii, Puerto Rico, or the Virgin Islands. The Army's education program for dependents in those areas is being discontinued with the establishment of procedures by the Office of Education to carry out the purposes of the act. The Department of the Army will continue administration of the program for the education of dependents residing in foreign countries, including occupied areas.

Legal authorization.—Authority for the operation of the program in the continental United States, its Territories and possessions, and certain overseas areas contained in Public Law 434 (sec. 625), Eighty-first Congress. Authority for the operation of the program in occupied areas (Germany, Austria, Japan, and Okinawa) contained in Public Law 327, Eighty-first Congress.

Obligations (excluding construction), fiscal year 1950.—Operating $2,062,700; administrative $3,060,800.

4. OFFICE OF THE ASSISTANT CHIEF OF STAFF—G-2

Activity: Language and area training program, operating through the Army language school, civilian universities and overseas installations

Purpose.—To provide selected officers, potentially qualified for high level staff or command assignments, with such knowledge of the intelligence aspects of languages and geographic areas as will assist them, when assigned to positions of responsibility, in forming sound intelligence estimates or rendering proper command decisions.

History and description.—This program, started in November 1945, initially provided for the training of officers in Russian, Chinese, and Japanese languages by means of a 4-year course of study consisting of a 1- or 2-year course of study in a civilian institution within the United States followed by 2 or 3 years in the country being studied.

In 1947 the program was expanded to include training in Turkish, Arabic, modern Greek, and Persian and provided for 1 year at the Army Language School, 1 year at a civilian university, and 2 years of study in the appropriate country. Japanese and Russian overseas instruction is conducted in schools operated by the overseas commands. In the remaining languages the students are assigned, as language students, to appropriate military attaché offices for the last 2 years of instruction. Graduates of the program provide the Department of the Army with outstanding officers who have studied the political, economic, sociological, and topographic aspects of the general areas and their people.

Legal authorization.—Paragraph 13, section 127a, National Defense Act, as amended and as prescribed in Special Regulations 350-380-1, Department of the Army, August 8, 1950, Special Regulations 350-230-1, Department of the Army, March 30, 1949.

Obligations, fiscal year 1950.—At the Army Language School, the costs for the training of 27 students for fiscal year 1950 were operating, $3,656.24; administrative, $17,016.40. Outlays to four civilian universities for fiscal year 1950 totaled $27,278. Other obligations amounted to $51,976, making an estimated total obligation of $99,927.

5. OFFICE OF THE ASSISTANT CHIEF OF STAFF, G–3

(*a*) *Activity: Operation of the Army extension course program*

Purpose.—To provide nonresident instruction, by correspondence methods, designed to keep members of the Army Reserve forces currently trained in military and technical subjects, to assure their maximum usefulness in event of mobilization.

History and description.—The Army extension course program existing prior to World War II was discontinued in September 1942, due to factors inherent in its organization which did not fit it for continued operation during and after mobilization. During 1945 and 1946, a revised Army extension course program was prepared and offered in July 1946. This program was basically the same as that in operation today, and parallels the instruction being furnished resident students at the Army service schools. It provides a progressive home study plan for members of the Army Reserve forces, and is also available to members of the Army on active duty. Through diligent study, and the passing of periodic tests, the extension course student is enabled to earn promotion in the Reserve forces, as well as to accumulate retirement credits. The officer or soldier on active duty prepares himself for resident schooling, increases his qualifications for promotion, and broadens his training background.

Extension courses are broken down into six groupings, known as series. In general the 10 series covers precommission basic military subjects in which qualification is required for appointment in the grade of second lieutenant. The 20, 30, 40, 50, and 60 series cover subjects or phases of subjects applicable to mobilization duties of second lieutenants, first lieutenants, captains, majors, and lieutenant colonels, respectively, and in which qualification may be required for promotion to the next higher grade, respectively.

The series are broken down into many subjects, called subcourses, and each subcourse consists of a given number of lessons. Each subcourse must have at least three and not more than nine lessons. Eventually there will be a total of 901 subjects available in the form of subcourses. The current enrollment totals 111,697 students.

The student enrolls in whichever service school conducts the subcourse in which he is interested. He then receives, by mail, the entire subcourse which contains all necessary study material, texts, tests, charts, and other training aids. After he has completed study of the subject matter of the first lesson, he takes and mails in a test covering that portion of the subcourse. If he passes, he goes on to lesson No. 2, and so on, until the subcourse is completed. The school then mails the student a final test which he completes and returns. After he successfully completes a subcourse and the final test, pertinent notations are made on the individual's service record, for retirement and promotion purposes.

Legal authorization.—National Defense Act, as amended.

Obligations, fiscal year 1950.—Not reported. (See summary of Army programs.)

(*b*) *Activity: Operation of the Army service-school system, including schools for the National Guard and Organized Reserves*

Purpose.—To provide, through the Army service-school system, resident and nonresident education necessary to prepare Army personnel of all components to render the greatest possible service.

History and description.—The Army service-school system dates back to 1802, when what is now the United States Military Academy was established. Since that time, as requirements of the service have dictated, there have been established additional service schools for professional and vocational training. At the present time, there are 38 major schools, and 25 subschools. The subschools are mainly in the food-service field. The major schools operate approximately 156 courses for officers and 238 courses for enlisted personnel. Due to the augmentation of the Armed Forces, student loads at these schools have been steadily increasing. It is estimated that, short of full mobilization, the system will handle a maximum peak load of approximately 84,000 students. In addition to this resident load, the schools prepare the bulk of the training literature required throughout the Army, as well as preparing lessons and grading tests used in the Army extension course program. The Army service-school system is so organized that selected military students receive training at successively higher levels, subject to individual abilities, and system capacities.

Major schools currently operated as parts of the Army service-school system are three general-service schools: Army General School, Army War College, Command and General Staff College; 17 special-service schools: Adjutant General's school, Anti-Aircraft Artillery and Guided Missiles Branch of the Artillery School, Armored School, Army Finance School, Artillery School, Chaplain School, Chemical Corps School, Engineer School, Infantry School, Judge Advocate General's School, Medical Field Service School, Military Police School, Ordnance School, Quartermaster School, Signal Corps School, Southeastern Signal School, Transportation School; and 18 specialist schools: Army Language School, Army Medical Department Research and Graduate School, Army Security Agency School, Counter-Intelligence Corps School, Food Service School (First Army), Food Service School (Second Army, Knox), Food Service School (Second Army, Meade), Food Service School (Third Army), Food Service School (Fourth Army), Food Service School (Fifth Army), Food Service School (Sixth Army), Meat and Dairy Hygiene School, Opticians' Course, Ordnance Automotive School, Physical Training Course, Quartermaster Subsistence School, Signal Supply Course, Strategic Intelligence School.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1950.—Not reported. (See Summary of Army programs.)

(*c*) *Activity: Operation of the United States Military Academy at West Point*

Purpose.—To provide undergraduate instruction and military experience for cadets to develop the knowledge and qualities of leadership required of a junior officer in the Army and the basis for continued development through a lifetime of service.

History and description.—The United States Military Academy, at West Point, N. Y., was established in 1802 for the purpose, originally, of training military technicians for all branches of the service. It endeavored not only to encourage the study of military art, and thereby raise the level of training of the militia, but also to encourage the practical study of every field of science.

The Military Academy offers 4 years of instruction, and graduates are awarded bachelor-of-science degrees. The principles of instruc-

tion followed are known as the Thayer system, which stresses the development of habits of mental discipline and the maintenance of high standards of scholarship. Subjects taught include mathematics, physical education, military topography and graphics, English, foreign languages, physics, chemistry, mechanics, electricity, social science and the military aspects of tactics, ordnance, engineering, law, psychology, and leadership.

The Academy graduates approximately 500 cadets per year. Two-thirds of these graduates receive commissions as second lieutenants in the Regular Army and one-third receive commissions as second lieutenants in the Regular Air Force. Cadet appointments are both noncompetitive and competitive. The noncompetitive appointments are made by Members of Congress (4 each), and miscellaneous sources (23). Competitive appointments are made by the Departments of Army and Air Force (180) and the President of the United States (89). There are 80 miscellaneous competitive appointments. All appointees must satisfy entrance requirements as to scholastic ability and physical standards.

Legal authorization.—National Defense Act, as amended and title 10, section 1041.

Obligations, fiscal year 1950.—$6,002,733.

(*d*) *Activity: Reserve Officers' Training Corps program*

Purpose.—To train students for positions of leadership in the Armed Forces in time of national emergency.

History and description.—The Army Reserve Officers' Training Corps, as it is known today, was authorized by the National Defense Act of 1916, as amended. Since the passage of the act, the senior division ROTC has been the chief source of the Nation's Reserve officers. The President is authorized to establish and maintain the senior division ROTC units at selected colleges and universities granting degrees and at those essentially military schools not conferring academic degrees specially designated by the Secretary of the Army, and the junior division ROTC units at other public and private educational institutions. The senior division ROTC includes 4 years of military training on the campus and a 6 weeks' summer training camp. Enrollment in the last 2 years (advanced course) is by selection. The junior division ROTC consists of 3 years' military training on the campus.

The Government does not provide free tuition to those students pursuing the ROTC program, nor does it pay or allot money to institutions for the maintenance of such units. However, formally enrolled students of the advanced course senior division are paid a monetary ration allowance monthly by the Government at a daily rate prescribed by the Secretary of the Army, which is 90 cents per student per day for the academic year 1950–51. ROTC students who attend camp receive subsistence and quarters, uniforms, medical care, etc., and are paid at the rate prescribed for soldiers of the grade E–1 (under 4 months' service) which is at the rate of $75 per month. The Army furnishes instructors, uniforms, and necessary equipment to the institutions for use by the ROTC units. The institutions furnish classrooms, storage space for equipment, and other facilities as may be required.

In the senior division, training is offered in 16 arms and services of the Army: infantry, cavalry, field artillery, coast artillery (anti-

aircraft artillery), engineers, ordnance, signal corps, transportation corps, medical corps, dental corps, pharmacy, veterinary corps, chemical corps, corps of military police, Army Security Agency, and Quartermaster Corps. At the beginning of the current academic year there were 449 different senior division units in 211 institutions. Over 160,000 students were enrolled in the senior and junior ROTC courses.

Section 55-c, National Defense Act, also authorized infantry training units in those educational institutions, public and private, which do not maintain units of the Army Reserve Officers' Training Corps. There are 56 section 55-c schools. The only equipment and supplies furnished to the schools by the Government are rifles, belts, bayonets, gallery rifles, targets, spare parts, cleaning material, and ammunition. The schools furnish their own instruction subject to approval by the Department of the Army.

Legal authorization.—National Defense Act as amended.

Obligations, fiscal year 1950.—$18,934,036.

(*e*) *Activity: Training activities connected with the Mutual Defense Assistance Program*

Purpose.—To train instructor-type military personnel of the participating nations in use of weapons and equipment being furnished under the program.

History and description.—This training program is a part of the Mutual Defense Assistance Act of 1949, which authorized a comprehensive and coordinated program of military assistance to certain friendly nations whose security must be maintained in the interest of preserving world peace. The statute specifically authorized "the provision of technical and training assistance."

Training activities fall into four categories: First, students are sent to training centers and schools which are operated for our own troops under the European Command in Germany. Second, trainees are brought to the United States and receive instruction at Army installations, particularly service schools. Third, mobile training teams are sent to particular countries to give on-the-ground basic training in the operation of certain specialized types of equipment. Fourth, the military assistance advisory group in each country gives certain instruction locally and arranges for the delivery of necessary training aids, technical manuals, and other forms of technical assistance. Most of the training programs place primary emphasis on the instruction of individuals who can, upon returning to their units, instruct their own nationals in the operation and care of American weapons.

There are 19 countries currently participating in the Mutual Defense Assistance Program. It is anticipated that the program will continue until such time as the objectives of the program are obtained.

Legal authorization.—Mutual Defense Assistance Act of 1949, Public Law 329, as amended by Public Law 621, Eighty-first Congress.

Obligations, fiscal year 1950.—$607,700.53.

(*f*) *Activity: Training of military personnel in civilian institutions*

Purpose.—To provide essential professional and technical training not available in service schools for selected personnel chosen on a basis of requirements.

History and description.—To meet the need for personnel trained in militarily important fields for which it might be impracticable to provide facilities in service schools, Congress, in 1920, by amending the National Defense Act of 1916, authorized the Secretary of War to detail 2 percent of the officer and enlisted personnel of the Regular Army as students at such technical, professional and other educational institutions, or as students, observers, or investigators at such industrial plants, hospitals, and other places as shall best be suited to enable them to acquire knowledge and experience in specialties deemed necessary. The 2-percent limitation was suspended during World War II.

Within the authority granted by Public Law 670, Eightieth Congress, 1948, a further amendment of the basic act, the Department of the Army may have at any time up to 8 percent of its officers and 2 percent of its enlisted personnel on duty-status training at civilian institutions.

Except under conditions necessitating extensive augmentation of the Army's strength, all essential career training of enlisted personnel is provided in the integral (permanent) service schools. When training loads on these service schools exceed their capabilities, the Army undertakes to contract with appropriate existing civilian educational and training facilities. Occasionally, it is expedient to detail enlisted personnel to industrial concerns for training under factory experts on equipment which the Army uses.

Approximately 3,500 positions (requiring uniformed career personnel) have been analyzed as requiring graduate education in such fields as atomic energy (nuclear studies), international relations, electronics, medical specialties, comptrollership, including personnel and industrial management, specialized engineering, language and area studies, and other physical and social sciences. Over 100 civilian graduate schools are utilized each year for this type of training.

Legal authorization.—Paragraph 13, section 127a, National Defense Act, as amended, and as further amended by Public Law 670, Eightieth Congress (1948).

Total obligations, fiscal year 1950.—$263,751.

6. OFFICE OF THE ASSISTANT CHIEF OF STAFF, G–4

Activity: Program for research and development on military weapons and methods through contract with educational institutions

Purpose.—To provide for continuous advance in Army weapons, equipment, methods, and techniques.

History and description.—A program of research and development was carried on as a minor activity of the technical services of the Army following World War I. In 1939 the Army increased the allotment of funds for this activity, and in 1940 the General Staff established a separate section in G–4 to supervise it. Since then the technical services have devoted increasing effort and funds to an expanding program of research and development. During World War II the New Development Division supervised the program for the Chief of Staff, and the Research and Development Division administered the program under the supervision of the commanding general, Army Service Forces. Following the war, these organizations were combined into the Research and Development Division, War Department

General Staff. This division was later combined with the Supply Division and is now the Research and Development Division, Office, Assistant Chief of Staff, G–4.

Under the supervision of the Chief of Staff and the Under Secretary of the Army, the Research and Development Division, administers the program, which is established in accordance with the master plan of the Research and Development Board. Each technical service conducts the research and development work required within service establishments or on contract. When development work is completed, the items are tested by such using agencies as the Army Field Forces and, if satisfactory, are adopted for procurement and use. The program is necessarily highly "classified" for reasons of military security but includes research and development on various types of weapons and equipment varying from new and improved tanks to improved clothing and individual equipment.

The contract program with educational institutions involves research work for the most part leading to the development of new and improved matériel for the Army. Some of the larger educational institutions, however, conduct developmental work as well as research. The contracts involved are designed to provide the Army with research data and items of matériel.

Legal authorization.—Public Law 604, section 104, Eighty-first Congress.

Obligations, fiscal year 1950.—$8,119,062 for the total contractual obligations.

7. OFFICE OF THE CHIEF OF INFORMATION (OFFICE OF THE CHIEF OF STAFF)

Activity: "Army education program"

Purpose.—To increase the efficiency of the Army by raising the academic educational level of its personnel.

History and description.—Early in 1942, a civilian-type education program was inaugurated for the benefit of Army personnel engaged in World War II. On April 1, 1942, the Army Institute was established at Madison, Wis., to provide correspondence and self-teaching courses and a variety of educational tests for servicemen. A few months later, the Navy requested that these educational services be made available to naval personnel and the installation was renamed the United States Armed Forces Institute. Following the cessation of hostilities in 1945, it became possible to offer academic and vocational classroom instruction to Army servicemen. This was particularly important in the case of those soldiers who had not reached the high-school level, because these men lacked sufficient education to be able to take the USAFI self-teaching and correspondence courses on an individual basis. With the return of many troops to the United States and its territories, the Army education program was able to utilize more fully the American civilian-school system in the conduct of classes. Where tuition-free classes were not available, arrangements were made whereby the Army defrayed a portion of the tuition costs of servicemen attending American schools and colleges.

Since no local educational facilities were available in oversea occupation areas, American civilian educators and qualified military personnel were secured to conduct group-study classes on oversea

military installations. Army-hired instructors were also utilized on American and territorial military posts, when local civilian educational facilities were not adequate. Textbooks, teachers' guides and end-of-course tests for these group-study classes are supplied by the United States Armed Forces Institute.

The need for continued educational activity in the postwar period became apparent as education-level surveys within the Army establishment revealed serious gaps in the educational achievements of the career soldiers. Postwar surveys in the European command showed that 4 percent of the European command soldiers had not even completed the fifth grade and an additional 23 percent had not passed the eighth grade. The same survey showed that 43 percent of the Reserve officers and 15 percent of the Regular Army officers on duty in the European command had not completed high school. Subsequent surveys in other major commands revealed the same general pattern.

The present Army education program offers Army military personnel educational opportunities from the first grade through college through the following types of educational services: group-study classes, classes at American civilian schools and colleges, USAFI correspondence and self-teaching courses, USAFI tests. Specific program goals are to have all servicemen complete at least the fifth grade, to have all noncommissioned officers and key enlisted personnel complete at least the eighth grade, to have all officers on active duty complete at least 2 years of college, and to provide continuing educational opportunities for Army servicemen.

Legal authorization.—Public Law 580, Seventy-seventh Congress, approved June 5, 1942 (56 Stat. 514).

Obligations, fiscal 1950.—Operating, $1,371,577; administrative, $169,520.

8. OFFICE OF THE CHIEF OF ORDNANCE

Activity: Apprenticeship programs at Ordnance installations

Purpose.—To assist the commanding officers of ordnance installations in the development of apprenticeship training to meet the requirements for the apprenticeable trades or crafts in ordnance installations.

History and description.—For approximately 50 years, the Ordnance Corps has operated an apprenticeship training program to train craftsmen in the skills and trades common to industry and peculiar to ordnance. Results show conclusively that this is the best possible device for developing supervisors and to meet demands in skilled trades when there is a shortage in the labor market.

There are at present over 400 apprentices being trained in such trades as machinists, auto mechanics, toolmakers, electricians, steamfitters, carpenters, plumbers, molders, leatherworkers, and so on, at approximately 10 ordnance installations. The number of apprentices to be trained and the type of instruction to be given is determined by the commanding officer of the installation concerned. While there is considerable variation among the different installations, there is a common pattern of procedure to follow in accordance with standards approved for the Ordnance Department by the Bureau of Apprenticeship, Department of Labor. The apprenticeable occupations require a period of planned experience and training of 2 years or more in job

skills, supplemented by the required related classroom instruction. All programs are under the administrative supervision of the Office of the Chief of Ordnance. Funds are allotted by the Office of the Chief of Ordnance to the commanding officers of the installations where programs are carried on. The commanding officers pay students and purchase supplies and materials and employ instructors as necessary.

Legal authorization.—Civilian Personnel Regulations No. 111.

Obligations, fiscal 1950.—Operating, $857,612.15.

9. OFFICE OF THE CHIEF SIGNAL OFFICER

Activity: Operation of the Signal Corps Engineering Laboratories, Fort Monmouth, N. J., with the cooperation of Rutgers University

Purpose.—To prevent professional obsolescence of Signal Corps employees and resulting retardation of the Signal Corps' research and development program in the field of electronics by providing advanced scientific and technical training for selected personnel at the Signal Corps Engineering Laboratories, Fort Monmouth Branch, Rutgers University.

History and description.—The chief signal officer presented a proposal to the Secretary of the Army in 1947 to enter into a Government contract with a qualified university to provide essential advanced scientific courses for selected personnel at Fort Monmouth. The plan was approved and instruction in three subjects, applicable to actual work situations, started in September 1947, under a contract with Rudgers University, with an enrollment of 66 student employees. In March 1948 the contract was broadened to include additional essential courses as required. In May 1949, negotiations were concluded with Rutgers University to extend the life of the contract to June 30, 1951. During the semester ending in June 1950, the following subjects were offered: electronic ballistics and optics; electrical network theory, higher analysis; advanced electric transients; vector analysis. There has been an average enrollment of 75 students.

Legal authorization.—Annual appropriation acts for Department of Defense, usually expressed as follows:

> Appropriations contained in this act shall be available for all necessary expenses in connection with instruction and training, including tuition, not otherwise provided for, of civilian employees.

Obligations, fiscal year 1950: From Signal Corps research and development funds, the university is paid the basic sum of $9,330 for the first group of four classes in session each semester for administrative, instructional and other costs incident to operation of the school. The university also receives $900 for each additional class, as required. Each student bears the expense of his textbooks and pays $5 a credit hour to Rutgers as tuition. The total amount paid to the university from Signal Corps funds during the fiscal year 1950 was $29,460.

10. OFFICE OF THE SECRETARY OF THE ARMY

(*a*) *Activity: Department of the Army's reorientation program for Japanese and Ryukyuan peoples*

Purpose.—To reorient and reeducate the Japanese and Ryukyuan peoples toward democracy and the United States and to assist in their

cultural rehabilitation through interchange of persons, educational assistance, and informational programs.

History and description.—Early in the occupation of Japan, steps were taken by the Supreme Commander for the Allied Powers and the Japanese Government for the physical rehabilitation of school plants, and the provision of textbooks, newsprint, and other educational and informational supplies. In 1948, major institutional changes were introduced, including decentralization of education through the establishment of local boards of education, the creation of an Institute for Educational Leadership, the abolition of a caste system in education, and the introduction of equality of educational opportunity which was incorporated into the Japanese constitution.

The present phase of the program is the more difficult and long-range task of developing in the minds of the people a genuine understanding and respect for individual liberties and human rights. This is being done through the exchange of national leaders, students and consultants; portrayal of the concepts of freedom and democracy in the schools and society through the informational media of motion pictures, press, periodicals, books, fine arts, and exhibits; and advice and assistance to the Japanese and Ryukyuan peoples so that through their own education and experience they may be imbued with the desire to form democratic, representative and peace-minded organizations.

The national leader program was initiated in the fiscal year 1950, when 266 Japanese nationals visited the United States for periods of 45 to 90 days under 98 separate projects in the fields of Government, education, economics, and information. The Institute of International Education, under contract with the Army, placed 50 Japanese and 2 Ryukyuan students in 48 schools for the 1949–50 school year. During the past year the Institute arranged for the placement of 283 Japanese and 52 Ryukyuan students for the school year 1950–51. The first Institute for Educational Leadership organized in 1948 to provide training for leaders in the field of education, included approximately 1,000 Japanese educators, and the fourth session held in 1950 consisted of 1,600 Japanese participants.

The motion picture has proved to be one of the most potent of the mass media in the reorientation program because of its power to attract and hold attention, stimulate thinking and discussion, and leave lasting impressions. Through a nation-wide distribution network, both theatrical and nontheatrical films which further United States occupation objectives in Japan have reached an estimated audience of 900,000,000. The program for supplying Japan and the Ryukyus with factual material for indigenous radio stations, newspapers and periodicals, and for United States-sponsored information centers, has also been an important stateside activity since 1945.

Legal authorization.—Public Law 793, Foreign Aid Appropriation Act, 1949, approved June 28, 1948. Public Law, 327, Foreign Aid Appropriation Act, 1950, approved October 6, 1949.

Obligations, fiscal year 1950.—National leaders' program, $511,000;[1] students' program, $79,000;[2] United States visiting experts, $109,000; educational supplies, $1,300,000; total obligations, $1,999,000.

[1] Administrative costs estimated at about 15 percent.
[2] Administrative costs estimated at about 11 percent.

(b) Activity: Operation of a school of civilian personnel administration

Purpose.—To provide training for selected officers and civilians at Army installations within the continental United States, and in overseas commands, who have staff responsibility for a total program; and to provide training in specialized fields of civilian personnel administration, such as employee utilization, salary and wage administration, processing, records, and payroll administration.

History and description.—Initially, the School of Civilian Personnel Administration was established in the Civilian Personnel Division, Office, Secretary of War, by section V, Circular 363, War Department, 1945; it has been continued by authority of Orders C, 1946, as amended. The program of the school is administered by the Civilian Personnel Division, Office, Secretary of the Army and serves the entire Army establishment. Five courses are offered.

A civilian personnel officers' course is designed to provide instruction in all phases of civilian personnel management required in directing a personnel program at an Army installation; and the know-how required to provide effective staff leadership to all levels of management in the Army establishment.

A salary and wage administration course is planned to develop an understanding of the objectives of salary and wage administration, and to develop skill in the techniques of job analysis and job evaluation. It is designed primarily for the trainee analyst with limited experience or training in the salary and wage field, and includes a study of the purpose, methods, and techniques of position inquiry, position grouping, job description, job evaluation, pay administration, and program administration.

An employee utilization course is planned to give insight into the nature, scope, and objectives of employee utilization so that the employment utilization representative can approach this job with understanding. The course is intended primarily for the trainee with limited experience in this function.

A training specialist course is designed primarily for full time training specialists, for employee utilization representatives, and chiefs of employee utilization who have definite staff responsibilities for training. It is aimed to develop understanding of training as a function of management and the techniques needed in a training job.

In addition to these courses, supervisor's manuals for the payroll, records, and processing functions are provided. These manuals provide guidance for the supervisor in organizing, staffing, and supervising these functions. In addition, specific instructional material is included for use on the job in training employees.

The first class for civilian personnel officers opened in January 1946. By 1951, 21 classes for civilian personnel officers had been held centrally in the Pentagon. In addition, four classes in employee utilization have been held. Instructor training has been given in salary and wage administration, recruitment and placement, training, and employee relations. Since January 1946, 875 students have completed the civilian personnel officer course; 178 completed the course for chiefs of employee utilization, and 117 completed instructor training. Since October 1950, 1,162 have completed one or more personnel specialist courses given at six different geographical locations.

Obligations, fiscal year 1950.—$44,500.

D. Department of Defense—Navy

1. SUMMARY

The principal purposes of the educational programs of the Department of the Navy are: (*a*) To increase the proficiency and effectiveness of military and civilian personnel in discharging their respective duties, (*b*) through research carried out at educational institutions, to make scientific discoveries and find the solutions to problems bearing upon naval needs; and (*c*) to provide for the education of dependents of certain employees.

To accomplish these purposes the Department of the Navy carries out the following types of educational activities: (1) Operation of naval service schools for military personnel; (2) training of military personnel in civilian schools; (3) in-service training of civilian personnel; (4) training of civilian and enlisted military personnel to become commissioned officers in the Navy and Marine Corps; (5) education of military personnel through correspondence courses; (6) education of school-age dependents of certain personnel of the Department of the Navy; (7) operation of school busses for dependents of naval personnel; and (8) research and development carried out at colleges and universities.

An historical account of the Navy's educational programs appears in part I of this report, pages 30–32.

All of the technical bureaus of the Department operate service schools for naval personnel. These schools provide technical and practical training for the discharge of the multitude of specialized duties performed in modern naval warfare. Examples of these schools are those for the indoctrination of new recruits, those preparing enlisted men for advancement in rating, and those training medical officers in fields of specialized medicine. While Navy service schools generally are operated exclusively either for enlisted men or for officers, some of these schools provide training for both enlisted men and officers working together as they do aboard ship.

The Bureaus of Medicine and Surgery and of Naval Personnel provide graduate and undergraduate training for selected groups of commissioned officers and enlisted personnel in civilian institutions of higher education. In order to qualify for this training applicants must have special qualifications.

The program of in-service training for civilian personnel of the Department of the Navy covers many phases of work situations found in civilian employment. The program includes training of "interns" for administrative duties as well as other educational pursuits for civilian employees.

Education given civilian and enlisted personnel in preparation for commissions in the Navy and Marine Corps is carried out at the Naval Academy at Annapolis and other institutions of higher learning. Included are the Naval Reserve Officers Training Corps, the Reserve officer candidate program, the Naval aviation cadet program, and the Naval Aviation College program.

Educational opportunities for Marine Corps personnel through correspondence courses were initiated by the activation of the Marine Corps Institute in 1920. The Navy has relied largely upon the Armed Forces Institute for this type of educational service.

For a number of years the Department of the Navy has provided for the education of dependents of its employees by giving financial aid where necessary to local public schools, or by directly establishing educational facilities. Under Public Law 815 and 874 of the Eighty-first Congress, the United States Office of Education is principally taking over this program. The Department provides school bus service for dependents of naval personnel when transportation by commercial or local bus lines has not been available or readily accessible.

The research and development programs of the Department of the Navy are carried out largely through contracts with colleges and universities, 150 of which participated in these activities during the fiscal year 1950.

Prior to July 1, 1951, the Department of the Navy maintained provisions for public education on certain islands in the Pacific area under jurisdiction of the Secretary of the Navy. On July 1, 1951, this function was transferred to the Department of the Interior.

According to an estimate made in the Department of the Navy, total obligations for these programs for the fiscal year 1950 amounted to $116,724,760.[2a] The figure does not include pay and allowances of trainees, excepting at the Naval Academy, in which case pay, allowances, quarters, construction, and maintenance are included. Estimation of the percentage of construction cost at each naval installation which should be attributed to educational usage would require extensive investigation impracticable as a part of the present study.

2. ADMINISTRATIVE OFFICE OF THE SECRETARY

(*a*) *Activity: In-service training of civilian personnel of the Department of the Navy*

Purpose.—To develop and maintain a well-trained force of civilian employees equipped to perform an effective job.

History and description.—The program of providing training for civilian personnel in the major administrative areas in the Department of the Navy covers many work situations similar to those found in civilian employment. Since the beginning of World War II various in-service training programs have been carried on by the administrative office of the Department. One of these programs provides indoctrination and induction training for new employees (particularly typists and stenographers). Other programs are developed to meet specialized needs of professional and technical personnel; and refresher courses provide old and new employees with training in skills essential to their duties.

In 1945 the Under Secretary of the Navy sent to the Civil Service Commission a plan for the systematic development of career civilian personnel within the Department. This plan calls for a 6 months' training program designed for (1) young men within the Navy who demonstrate an aptitude for administration, (2) college graduates who majored in administrative work, and (3) professional personnel who have need for administrative training. The program is carried out by means of rotating work assignments and related study in the major specialties of administration: Budget and fiscal; organization and methods; personnel office services; and public information and publications.

[2a] Includes estimate of certain cross-financing obligations not specifically set forth in this report.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—The Department of the Navy reports that estimates of expenditure for the in-service training programs are not feasible because the costs are not readily separable from other elements of cost.

(*b*) *Activity: Intern training program for executive development with the cooperation of George Washington and American Universities*

Purpose.—To provide for systematic career development of outstanding civilian employees.

History and description.—In 1949 the Secretary of the Navy formally initiated an "intern" program which represents a development of the administrative intern programs conducted by the Civil Service Commission. This program is designed to provide a continuous supply of junior management personnel. Interns are selected from university graduates and employees already working in the Department of the Navy. Planned work assignments and related training activities are supplemented by courses in public administration at George Washington University and the American University. Scholarships are made available for this purpose by these universities.

Legal authorization.—Federal Personnel Manual A6-63.02; also Public Law 759, section 612.

Obligations, fiscal year 1950.—Operating, $82,000;[3] administrative, $8,000.

3. BUREAU OF AERONAUTICS

(*a*) *Activity: Education of dependents at naval air shore establishments (1950)*[4]

Purpose.—To provide primary and secondary education for dependents of military and civilian personnel residing on Federal property in the United States and foreign countries.

History and description.—The establishment of the Naval Air Station on the Patuxent River in 1945 gave rise to the first allotment of Aviation Navy funds for support of schools for dependents. Since then the number of schools requiring assistance to provide education to children residing at naval air stations has grown to 19; and one on-station school has been established at the isolated Chincoteague auxiliary station.

After World War II the problem of providing education for children of military and civilian naval personnel stationed outside the United States became acute. Regularly established bases had inadequate facilities and more remote activities had no schooling facilities at all. Basic legislation enabling the Department of the Navy to support local public schools where possible and to operate its own schools for dependents where necessary was passed in 1946. In fiscal year 1950 support was provided for the education of approximately 2,500 dependents of the personnel of naval air stations in 12 States and at 6 extracontinental bases.

Legal authorization.—Section 13, Public Law 604, Seventy-ninth Congress, as amended.

Obligations, fiscal year 1950.—Operating, $30,345; administrative, $118,668.

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[3] Salaries of employees participating in the program.

[4] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

(*b*) *Activity: Maintenance of United States naval photographic interpretation centers for Armed Forces personnel*

Purpose.—To train photographic interpreters, photogrammetists, aviation cartographers, and terrain model makers.

History and description.—The United States Navy School of Photographic Interpretation was founded in 1941 at the Naval Air Station, Anacostia, D. C. In 1943 the school was expanded into a center and the school's educational activities were delegated to one department of the center. Since 1946, a continuous program has offered 20 weeks' training in photographic interpretation and 20 weeks' training in photogrammetry. Classes are drawn from military personnel of the United States Armed Forces, the reserve personnel, and the Royal Canadian Air Force. In addition, special courses of instruction are conducted at the Navy Intelligence School, the Navy School of Photography, and elsewhere.

Legal authorization.—By general authorization implemented by Secretary of Navy directives.

Obligations, fiscal year 1950.—Operating, $95,409; administrative, $12,540.

(*c*) *Activity: Operation of Naval Air Technical Training Schools*

Purpose.—To train officer and enlisted technicians and specialists in aviation technical skills.

History and description.—The naval air technical training schools came into existence in 1940 to meet the need for skilled naval aviation technicians to support the operating squadrons of the fleet. Seven technical schools capable of an output of 5,000 trainees a year were set up in 1941. By 1945, 70 schools were in operation with an annual output of 120,000 trainees. Thirty-three schools located at seven naval air stations were in operation in 1950. Students drawn from fleet or shore establishments or new recruits receive aviation technical training ranging from the elementary training of an airman to specialized training for higher ratings and officers.

Legal authorization.—By general authorization implemented by directives from the Secretary of the Navy.

Obligations, fiscal year 1950.—Operating, $24,824,148; administrative, $4,958,000.

(*d*) *Activity: Scholarship program for graduate and undergraduate study*

Purpose.—To encourage administrative and scientific personnel of the Bureau of Aeronautics, both military and civilian, to widen the scope of their general and specialized education.

History and description.—An employee development program by means of enrollment in university courses was set up by the Bureau of Aeronautics in 1949. The program is conducted in the Main Navy Building, Washington, D. C., after working hours. It is designed to keep key employees abreast of the latest developments in the field of aeronautics and make possible the application of newly discovered technical and administrative principles.

Legal authorization.—Public Law 434, Eighty-first Congress, section 614, and appropriation act of 1950.

Obligations, fiscal year 1950.—Operating, $829.54.

4. BUREAU OF MEDICINE AND SURGERY

(*a*) *Activity: Medical training for officers and enlisted personnel in Navy Department and civilian medical schools*

Purpose.—To provide essential training to personnel of the Navy Medical Department in military and technical fields and to develop a sufficient number of specialists.

History and description.—A long-established program of medical training is carried on at the Naval and Dental Medical Schools, Bethesda, Md.; the Naval School of Hospital Administration, Bethesda, Md.; and the Hospital Corps and Dental Technician Schools at Great Lakes, Ill.; San Diego, Calif.; and Portsmouth, Va. The curricula of these schools provide essential training ranging from basic indoctrination for officers and enlisted men to advanced training in technical specialties allied to military medicine.

In 1945 a postgraduate medical training program consisting of courses, residencies, fellowships and preceptorships was set up in civilian medical schools for selected officers in the Medical Service Corps, the Hospital Corps, and the Nurses Corps in fields related to their service duty assignments. In addition, selected enlisted personnel are given undergraduate medical training in civilian medical schools. Approximately 600 officers and enlisted personnel were being trained in civilian schools in 1950.

Legal authorization.—Annual appropriations act.

Obligations, fiscal year 1950.—Operating, $1,581,996; administrative, $234 564.

(*b*) *Activity: Operation of the United States Naval School of Aviation Medicine*

Purpose.—To train flight surgeons and aviation medicine technicians in aviation medicine.

History and description.—The Army established a school of aviation medicine at Mitchell Field, Long Island, in 1919, in which both Army and Navy medical officers were trained. In 1939, a school of aviation medicine was established at the Naval Air Station, Pensacola, Fla., and subsequent to 1941 all naval flight surgeons have been trained at Pensacola. In addition to general medical training and training in the theory and practice of flight, naval flight surgeons are trained in high-altitude physiology, ophthamology, tropical medicine, rescue work, oxygen equipment, and the techniques of performing the aviation physical examination.

Legal authorization.—By general authorization implemented by Secretary of the Navy directives.

Obligations, fiscal year 1950.—Operating and administrative, $192,150.

(*c*) *Activity: Residency and intern training in naval hospitals for officers and enlisted personnel*

Purpose.—To maintain high standards of care and treatment in naval hospitals and to provide the services of trained civilian specialists as consultants or instructors in specialized fields of medicine.

History and description.—The training of interns in naval hospitals began in 1923 and the residency program was established in 1945. Residency training programs are in operation in 8 naval hospitals and intern training programs at 13 naval hospitals. Funds allocated

to the program are used exclusively to reimburse civilian consultants for their participation.

Legal authorization.—Annual appropriation acts.

Obligations, fiscal year 1950.—$725,000.

5. BUREAU OF NAVAL PERSONNEL

(*a*) *Activity: Enlisted personnel training in service schools*

Purpose.—To train enlisted men in the Navy and naval trainees from other countries in the primary, advanced, and special phases of their individual rates.

History and description.—Service school training for enlisted men to help qualify them for advancement within their rating group has been carried on for half a century. At present there are 72 service schools offering elementary and advanced technical training for nonrated personnel and petty officers. The facilities of these schools were made available to approximately 250 naval trainees from 12 friendly foreign countries in the fiscal year 1950.

Legal authorization.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating and administrative, $405,800.

(*b*) *Activity: Fleet training activities for officers and enlisted personnel*

Purpose.—To provide operational and functional training in shipboard team functions which require joint and coordinated applications by officers and enlisted personnel.

History and description.—During World War II an extensive need was found for training in which officers and enlisted personnel learned to function together in the coordinated performance of an operational task aboard ship. This training includes the training of ships afloat, either singly or in company; the training of personnel as units of a ship's company; type and intertype training in gunnery, damage-control engineering, CIC, communications, and tactical exercises. Amphibious, submarine, and aviation training are specialized programs.

In addition to the operational fleet training is the functional shore-based training in mine warfare, explosive ordnance disposal, salvage, guided missiles, antiaircraft and harbor defense, advanced underseas weapons, and so forth, for coordinated performance of joint tasks by officers and enlisted personnel.

Legal authorization.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating and administrative, $390,900.

(*c*) *Activity. Information and education program*

Purpose.—To provide academic educational opportunities to naval personnel.

History and description.—An "educational services program" was established in 1943 and became Navy-wide in 1945. Commanding officers of ships and stations are responsible for furnishing opportunities for instruction to naval personnel in major academic subjects. The United States Armed Forces Institute currently provides the bulk of the materials and services. This agency offers approximately 150 correspondence courses, a large number of self-teaching text-

books, and an extensive testing service. Approximately 75,000 officers and enlisted men in the Navy took courses under the information and education program in the fiscal year 1950.

Legal authorization.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating and administrative, $527,800.

(*d*) *Activity: Operation of the command and staff colleges for advanced officer training (joint service schools)*

Purpose.—To train officers for high command and staff duties.

History and description.—Through the Bureau of Naval Personnel the Navy carries administrative and fiscal responsibility for the Armed Forces Staff College at Norfolk, Va., and the Naval War College at Newport, R. I. Both are advanced professional schools with tri-service participation.

The Armed Forces Staff College was established in June 1946 and offers a course of instruction designed to train selected officers of the Armed Forces in joint operations. Two classes convene each year for the 5-month course and the student quotas allocated by the Joint Chiefs of Staff are 60 Navy, 60 Army, and 60 Air Force.

The Naval War College, founded in 1884, is the highest educational institution in the Navy and prepares selected officers for higher command. It conducts four 10-month courses: An advanced indoctrination course for flag officers and flag officers candidates, a course in strategy and tactics preparing senior officers for multiple commands, a logistics course for naval and joint operations, and a command and staff course in the fundamentals of strategy and tactics.

Legal authorizations.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating, $518,500; administrative, $537,000.

(*e*) *Activity: Operation of the United States Naval Academy at Annapolis, Md.*

Purpose.—To train officer candidates for commissioning in the Regular naval service.

History and description.—The United States Naval Academy was founded at Fort Severn, Annapolis, in 1845 by George Bancroft, Secretary of the Navy, for the purpose of improving the training of midshipmen. In 1851 it was reorganized as the United States Naval Academy with a 4-year course of academic instruction. Its stated purpose is—

> Through basic study and practical instruction to provide the midshipmen with a basic education and knowledge of the naval profession; to develop them morally, mentally, and physically; and by precept and example to indoctrinate them with the highest ideals of duty, honor, and loyalty in order that the naval service may be provided with graduates who are capable junior officers in whom has been developed the capacity and foundation for future development in mind and character leading toward a readiness to assume the highest responsibilities of citizenship and Government.

The United States Naval Academy is a service-operated school for approximately 3,600 midshipmen. Individuals receive instructions, quarters, pay, and allowances, and are commissioned in the Regular Navy upon graduation.

Legal authorization.—Budget authorization, Public Law 586, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $1,566,000; administrative, $3,865,400.

(*f*) *Activity: Other training programs for officer candidates through cooperation with colleges and universities*

Purpose.—To provide the essential academic education and naval training for officer candidates of the Naval Establishment.

History and description.—The Navy conducts four programs for the training of officer candidates, in addition to that of the United States Naval Academy, by using the facilities of numerous colleges and universities: the 5-term college training program, the Naval Reserve Officers' Training Corps program, the Reserve officer candidate program, and the naval aviation college program.

The 5-term college training program offers to Reserve and United States Navy temporary officers who have transferred to the Regular Navy an academic education equivalent to that of Naval Academy graduates. This program was established at the close of World War II. Through contracts with 40 NROTC colleges and George Washington University, 875 Reserve or temporary officers with 2 years or more of college have been given additional college education up to a total of 5 terms.

The Naval Reserve Officers Training Corps was established in 1926 to offer certain college students the necessary naval science courses to qualify them for commissions in the Naval Reserve. Since 1946 there have been two NROTC training programs: "regular" and "contract," which differ widely in method of selection, type of assistance offered, and benefits received. "Regular" NROTC students receive 4 years of Navy-subsidized education with the prospect of an active career in the Navy. Under the provisions of Public Law 720, Seventy-ninth Congress, about 1,440 civilians and 160 enlisted personnel on active duty are selected by competitive scholarship procedures for enrollment each year. Upon graduation they are commissioned in the Regular Navy.

"Contract" NROTC students are selected by the professor of naval science from among those students already in attendance at, or selected for admission by, the college or university. They obligate themselves to take certain naval science courses, drills, and one summer training course. In return they receive their uniforms, a ration allowance their junior and senior years, and a Reserve commission upon graduation if qualified. NROTC units are established in 52 colleges and universities.

The Reserve officer-candidate program was initiated in 1949 under the provision of the Naval Reserve Act. Enlisted personnel in the Naval Reserve in good standing in accredited colleges and universities are selected for basic and advanced courses in naval science offered in two summer sessions at three service schools. The Navy subsidizes only the summer training.

The Naval Aviation College program was established under the provision of Public Law 729, Seventy-ninth Congress, in order to provide naval aviation officer candidates with 2 years of college education prior to flight training. NACP students are enrolled as apprentice seamen, United States Naval Reserve, and receive compensation and

benefits similar to those received by students in NROTC. The 2 years of college training is followed by 3 years of flight training. Upon completion of the latter, the trainees may be offered permanent commissions in the Navy or Marine Corps, with further professional training, or Reserve commissions with an opportunity to finish their college education. No new candidates have been enrolled in this program since 1947.

Legal authorization.—34 U. S. C. 1020, 34 U. S. C. 821, 34 U. S. C. A. 853–858, U. S. C. A. 751–811.

Obligations, fiscal year 1950.—NROTC: Operating, $3,852,800; administrative, $390,000. ROC: Operating, $62,600; administrative, $130,000. NACP: Operating, $22,300.

(*g*) *Activity: Postgraduate training programs partly by contract with civilian colleges*

Purpose.—To provide advanced education in technical and professional subjects.

History and description.—The Naval Postgraduate School was established at Annapolis in 1909 as an activity of the United States Naval Academy for the advanced training of naval officers in technical subjects. By Public Law 303, Eightieth Congress, it was established as a separate naval activity. Eventually the school will be located at Monterey, Calif. The Naval Postgraduate School offers 35 courses, from 8 weeks to 3 years in length, in advanced technical subjects. Some courses are conducted in part at Annapolis with 1 or 2 additional years in civilian colleges. Others are conducted wholly by contract in 34 civilian colleges.

Additional postgraduate programs are offered at the Naval Intelligence School, Washington, D. C., in naval intelligence and foreign languages; and at the General Line Schools located at Newport, R. I., and Monterey, Calif. The latter were established at the close of World War II for broadening the professional knowledge of reserve and United States Navy temporary officers who were transferred to the Regular Navy. The 10-month course provides instruction in seamanship, ordnance and gunnery, engineering, navigation, naval administration, and allied subjects.

Legal authorization.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating, $1,240,000.

(*h*) *Activity: Provisions for elementary and secondary education for dependents of personnel of the Severn River Naval Command (1950)* [5]

Purpose.—To provide school facilities for dependents of naval personnel by contributing to the support of the public schools of Anne Arundel County, Md.

History and description.—The commandant of the Severn River Naval Command transfers funds annually to the Anne Arundel County school authorities in payment for the educational services made available to the naval dependents of school age domiciled on Federal property. Unit cost per student is $75.40 for elementary school and $115.38 for high school.

[5] This activity is being transferred in 1951 to the responsibility of the U. S. Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

Legal authorization.—Public Law 306, Eighty-first Congress (U. S. C. Supp. III, title 20, ch. 13, sec. 231–2).

Obligations, fiscal year 1950.—Operating, $12,132.40.

(*i*) *Activity: Recruit training*

Purpose.—To effect a smooth transition from civil to naval life for the newly enlisted recruit.

History and description.—Formal recruit training in the Navy began in 1882 at Newport, R. I. The current program provides instruction in seamanship, ordnance and gunnery, fire fighting, use of small arms, swimming and sea survival, as well as an introduction to the customs and traditions of the United States Navy.

Legal authorization.—Navy Regulations, article 0440.2, 34 U. S. C. 591.

Obligations, fiscal year 1950.—Operating, $66,400.

(*j*) *Activity: Training in special officers' schools*

Purpose.—To provide short courses in professional technical subjects required by junior officers.

History and description.—The Bureau of Naval Personnel operates 15 shore-based special officers' schools which provide technical or refresher training for junior officers in certain subjects such as naval justice, damage control, electronic matériel, cargo handling, et cetera, that can best be presented in formal shore-based schools rather than by on-the-job instruction afloat. These courses range from 1 week to 1 year in length.

In addition to operating these schools, the Bureau of Naval Personnel administers student quotas in the joint service Armed Forces Information School, operated by the Department of the Army, and the Counter Intelligence Corps School, operated by the Deputy Chief of Naval Operations (Air). There is an exchange of students among the services as requested.

Legal authorization.—Navy Regulations, article 0440.2 (34 U. S. C. 591).

Obligations, fiscal year 1950.—Operating, $200,000.

6. BUREAU OF ORDNANCE

Activity: Operation and support of elementary and high schools (1950) [4]

Purpose.—To provide elementary and secondary-school opportunities for school-age dependents of Bureau of Ordnance personnel.

History and description.—The Naval Ordnance establishment operates on-station elementary schools for dependents of Ordnance personnel where necessary, and cooperates with the county and State public-school authorities in developing reciprocal agreements in the six States where its depots and proving grounds are located. In some cases facilities of on-station schools are made available to local residents in return for supervisory help from the public-school agencies. In a few cases, the use of on-station elementary school facilities is exchanged for the use of public high-school facilities. Wherever possible, the adjacent public-school facilities are utilized for the education of dependents and a contribution made toward their support.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—Operating, $482,471.

[4] This activity is being principally transferred in 1951 to the Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

7. BUREAU OF SHIPS

(*a*) *Activity: Civilian-personnel training program*

Purpose.—To develop the clerical and professional skills needed in the Bureau's work.

History and description.—Since the beginning of World War II, in-service training of stenographers and typists in Bureau standards and requirements has been carried on. Since 1946, training courses, both in-service and off-duty, have been extended to all grades of employees in electrical and mechanical engineering, physics and mathematics. Recently, a limited number of employees have been enabled to take university courses required by their official assignments, at Government expense.

Legal authorization.—Public Law 434, Eighty-first Congress.

Obligations, fiscal year 1950.—Not segregable for in-service courses. Small amounts will be paid educational institutions in 1950.

(*b*) *Activity: Provision for education of dependents of Bureau of Ships personnel (1950)* [4]

Purpose.—To furnish financial aid to public schools offering educational facilities to school-age dependents of Bureau of Ships personnel.

History and description.—Wherever an undue burden is imposed on local school facilities by attendance of dependents of personnel of the Bureau of Ships residing on tax-free property, the local school authorities may make a request for financial assistance. Such applications are forwarded to the Secretary of the Navy, and, if approved, the local naval activity is authorized to make a contribution to the local school district out of the activity's operating funds in conformance with general policy on financial aid to public schools formulated by the Secretary of the Navy.

Legal authorization.—Public Law 434, Seventy-ninth Congress, section 628.

Obligations, fiscal year 1950.—Operating, $28,418.

8. BUREAU OF YARDS AND DOCKS

(*a*) *Activity: Contributions for support of public schools serving dependents of naval personnel (1950)* [4]

Purpose.—To provide educational opportunities for dependents of Bureau of Yards and Docks personnel by financial assistance to public-school agencies.

History and description.—The Bureau of Yards and Docks has assisted public-school districts adjacent to naval establishments since the beginning of World War II when the enrollment of naval dependents in such districts substantially increased. Until 1948 such funds were derived from educational charges required to be paid by project tenants. The Naval Appropriation Act of 1949 included a provision that funds appropriated for maintenance of the Bureau of Yards and Docks could be used for educational contributions, based on applications for assistance from the local school districts. During fiscal year 1950, the Bureau contributed an average of $79 per pupil for

[4] This activity is being principally transferred in 1951 to the Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

2,450 pupils to local school districts in the States of California, Connecticut, Maryland, Oregon, Pennsylvania, Rhode Island, and Virginia.

Legal authorization.—Public Law 604, Seventy-ninth Congress, section 13 (5 U. S. C. 421d).

Obligations, fiscal year 1950.—Operating, $170,770.

(*b*) *Activity: Operation of school busses*

Purpose.—To provide school-bus service for dependents of military personnel living on the premises of naval establishments, when transportation by local school bus or commercial lines is unavailable.

History and description.—Until 1946 the school-bus service was on a small scale with few naval activities involved. In the fiscal year 1950 the program was used by 70 naval activities in the United States and 18 overseas. The Bureau of Yards and Docks is responsible to the Secretary of the Navy for the administration of this program and delegates its authority to commandants of naval districts, river commands, et cetera.

Legal authorization.—Public Law 604, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Operating, $182,995.

9. HEADQUARTERS, UNITED STATES MARINE CORPS

(*a*) *Activity: Operation of the Marine Corps Institute*

Purpose.—To provide academic educational opportunities to Marine Corps and naval personnel by means of correspondence courses.

History and description.—The Marine Corps initiated educational training through correspondence courses in the armed services. In February 1920 the Marine Corps Institute was established with the intention of conducting its educational program through classroom techniques. In May of that year, however, a contingent of Marines was sent to the Caribbean area and desired to continue its schooling by the submission of lessons by mail. The plan devised to meet the needs of this expeditionary force, by using the facilities of the International Correspondence Schools of Scranton, Pa., demonstrated both the educational and morale-building value of extension education among military personnel, and was continued as the basis of the institute's program for 20 years. During World War II the institute developed its own courses tailored to meet the needs of its students and in fiscal year 1949 over 20,000 students were actively enrolled in its 213 courses. In addition to the correspondence courses offered by the Marine Corps Institute, the naval program of education through correspondence courses has been greatly expanded by the use of the facilities of the Armed Forces Institute.

Legal authorization.—Public Law 8, Sixty-sixth Congress (vol. XLI, pt. 1, 13).

Obligations, fiscal year 1950.—Operating, $405,372; administrative, $19,074.

(*b*) *Activity: Operation of the Marine Corps officer schools*

Purpose.—To train field officers for command and staff duties in appropriate echelons of command within the Fleet Marine Force.

History and description.—The Marine Corps Educational Center, Quantico, Va., operates four schools for officer personnel. The basic

school was organized in 1940 and trains newly commissioned lieutenants in the general duties and responsibilities of a Marine officer, ashore and afloat, and the particular duties of an infantry platoon commander. While Marine Corps officers have always received instruction in the specialized procedures and techniques utilized in the conduct of amphibious operations, and for which no comparable instruction was offered any other service schools, this training is now given in the junior and senior schools. The junior school, so designated in September 1950, trains captains and major for command and staff duties within a regimental combat team or an air force, with emphasis upon the coordinated employment of air, naval, and ground elements in amphibious operations. The senior school, so designated in September 1950, trains field officers for command and staff duties with emphasis on advanced instruction in the doctrines and techniques of amphibious operations.

The communications officers school trains Marine Corps officers in the essential duties of communications officers in units of Marine Force, ground, and aviation in amphibious operations.

The ordnance school, Quantico, Va., and the supply school, Camp Lejeune, N. C., train both officer and enlisted personnel in the basic elements of these two essential skills.

Legal authorization.—Basic Naval Establishment plan; promulgated annually.

Obligations, fiscal year 1950.—Operating, $5,879,000; administrative, $11,540,000.

(c) *Activity: Provision of elementary and secondary education for school-age dependents of Marine Corps personnel (1950)* [4]

Purpose.—To provide dependent children of Marine Corps personnel with an opportunity to attend public schools located on or near Marine Corps installations.

History and description.—The Marine Corps furnishes elementary and secondary educational facilities for the dependent children of its personnel living on Federal property by a variety of programs. During the early years of World War II community schools at the elementary level were set up by voluntary contribution at several installations. In some cases the management of on-station schools, once established, has been turned over to public school authorities; in other cases, particularly in remote stations, the Marine Corps has assumed fiscal and operational responsibility. Wherever possible, financial assistance in the form of a unit payment per pupil, is given to the local school authorities to furnish adequate facilities. In a few cases, the local public school agency furnishes the teachers while the Marine Corps furnishes buildings, equipment, and maintenance. Approximately 2,000 dependents of Marine Corps personnel in the States of North and South Carolina, California, and Virginia were covered by this educational program in fiscal year 1950.

Legal authorization.—Section 113, Public Law 604, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Federally appropriated funds to the amount of $437,773.

[4] This activity is being principally transferred in 1951 to the Office of Educatio under provisions of Public Laws 815 and 874, 81st Cong.

(*d*) *Activity: Technical training for enlisted personnel*

Purpose.—To train enlisted personnel at the basic level in essential technical and administrative skills.

History and description.—Seven training programs provide specialized instruction at the basic level for Marine Corps enlisted personnel.

The sea schools, Portsmouth, Va., and San Diego, Calif., train selected enlisted personnel in the duties of a marine afloat. This course is a continuation of recruit training. The training and replacement command school, Camp Pendleton, Calif., provides combat readiness training for replacements of all categories of Marine troops.

Five types of technical and administrative training at the basic level of instruction are provided for enlisted personnel. The personnel administration school, Parris Island, S. C., trains selected personnel in the administrative and supervisory duties of sergeants major and first sergeants. The recruiters school, Parris Island, S. C., trains selected personnel for assignment in the recruiting service. Two field music schools, San Diego, Calif., and Parris Island, S. C., train selected graduate recruits as drummers and trumpeters. The engineer school, Camp Lejeune, N. C., trains selected personnel for combat engineering units. The signal school, San Diego, Calif., trains selected enlisted personnel for assignment as operators, repairmen, and technicians in the electronics-communication field.

Legal authorization.—Basic Naval Establishment plan, promulgated annually.

Obligations, fiscal year 1950.—Operating, $797,281; administrative, $1,594,562.

10. OFFICE OF THE CHIEF OF NAVAL OPERATIONS

(*a*) *Activity: Provision of public education for the native population on Pacific islands*

Purpose.—To educate the native population of Trust Territory, Pacific Islands, American Samoa, and Guam in cultural and technical subjects suitable to the advancement of individuals in their environment.

History and description.—The program of public education of natives in Guam, American Samoa, and the trust territory has been a part of the Secretary of the Navy's over-all responsibility for the civil administration of those areas, delegated to him by an Executive order dated December 23, 1898. The Navy's interest in the islands of American Samoa began on February 19, 1900, on which date an Executive order charged the Secretary of the Navy with the civil administration of those islands. Responsibility for the civil administration of the Trust Territory of the Pacific Islands was delegated to the Secretary of the Navy by Executive Order 9875 dated July 18, 1947. On that date military government of the territory was ended by the President of the United States when he approved the trusteeship agreement between the United States and the Security Council of the United Nations.

Administration of the civil governments of American Samoa and the trust territory was transferred to the Department of the Interior on August 1, 1950, and ceased to be a responsibility of the Navy on July 1, 1951. On that date the Department of the Interior assumed responsibility for all phases of the program.

Legal authorization.—Public Law 604, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Operating, $667,895; administrative costs not identifiable. These funds are supplemented by local revenues.

(*b*) *Activity: Schooling of dependent children of naval personnel living on Federal property or in overseas areas (1950)*[4]

Purpose.—To provide financial assistance to schools furnishing educational services to dependents of naval personnel stationed at naval activities under management control of the Chief of Naval Operations within the United States or in overseas areas.

History and description.—The accelerated movement of dependents of naval personnel to overseas stations in Territories, possessions or occupied areas at the close of World War II made the provision of educational facilities an important problem. In fiscal year 1950, 3,263 children required educational services at Chief of Naval Operations controlled activities. Under the basic authority of section 13, Public Law 604, Seventy-ninth Congress, local commanders may contract for school services, equipment, et cetera, to the extent of appropriated funds allotted by the Chief of Naval Operations. Public schools are utilized wherever possible. Where necessary, on-station schools are established and maintained. Funds appropriated for this educational program, frequently supplemented by tuition fees, donations, and other locally raised funds, have been expended at 16 naval activities outside the United States and three naval activities within this country.

Legal authorization.—Section 13, Public Law 604, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Federally appropriated funds, $222,126.

11. OFFICE OF INDUSTRIAL RELATIONS

Activity: Employee-development program

Purpose.—To maintain a well-trained force of employees equipped to perform an effective job for the Department of the Navy.

History and description.—In 1945 a work-improvement program was set up by the Under Secretary of the Navy as an over-all training plan for the development of naval civilian personnel at all levels of employment. In 1950 the name of the plan was changed to employee-development program. This program is primarily in field activities of the Naval Establishment and is conducted by the Office of Industrial Relations. It includes the following types of training: (1) instructor and conference leader training; (2) work-simplification training; (3) veteran training under agreement with the Veterans' Administration; (4) apprentice training; (5) supervisor development; (6) professional development; (7) executive development; (8) miscellaneous training to include indoctrination, supplementary, upgrading, specialist, and public-relations training.

Legal authorization.—Annual appropriations act. Training of veterans authorized by cooperative agreements with Veterans' Administration under provisions of public laws administered by them.

Obligations, fiscal year 1950.—Not segregable from other items of cost.

[4] This activity is being principally transferred in 1951 to the Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

12. OFFICE OF NAVAL RESEARCH AND TECHNICAL BUREAUS

Activity: Research and development programs, partly through contract with educational institutions and other research agencies

Purpose.—To plan, promote, initiate, and coordinate naval research in conjunction with the technical bureaus of the Department of the Navy.

History and description.—The Navy is engaged in an extensive program of scientific research in the physical and biological sciences. This program not only covers problems of direct application to naval needs but extends to research of a basic nature designed to increase the fund of scientific knowledge. It is carried on both in Navy laboratories and in universities, private research organizations, and industrial plants.

The Office of Naval Research coordinates, supervises, and partly administers the individual research programs of the Bureau of Aeronautics, Ordnance, Ships, and Yards and Docks. In addition, the Office of Naval Research carries on basic and applied research at the Naval Research Laboratory, the Special Devices Center, and the Underwater Sound Reference Laboratory.

The respective technical bureaus have developed programs of research in their fields as a part of their responsibility for maintaining an up-to-date Navy. The first of these research programs was conducted by the Bureau of Ships to develop improved fighting ships. During World War II the Bureaus of Ordnance and Aeronautics developed programs for the improvement of weapons and equipment. The Bureau of Yards and Docks carries on engineering research.

In fiscal year 1950 approximately 150 universities and colleges participated in the Navy's research program by contracts for specific research projects.

Legal authorization.—Annual appropriations act.

Obligations, fiscal year 1950.—Operating, $21,431,418; administrative $1,694,922. These figures cover only contracts with educational institutions and exclude obligations for research carried out in Navy laboratories, private research organizations or individual plants.

E. Department of Defense—Air Force

1. SUMMARY

The primary purposes of the educational programs of the Department of the Air Force are (*a*) to provide the trained military personnel needed to operate the Air Force; (*b*) to increase the technical proficiency and effectiveness of military personnel; (*c*) to assist civilian employees in increasing their technical skill or in broadening their education to increase their effectiveness; and (*d*) to provide education for school age dependents of military and civilian personnel in localities where schools are inadequate or nonexistent.[4]

While many of the professions, skills, and techniques needed to operate the Air Force have their counterparts in civilian life, the individuals possessing these skills ordinarily are not available to the Air Force, and even when they are, some military training is necessary. Normally enlisted men entering the Air Force have no tech-

[4] This activity is being principally transferred in 1951 to the Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

nical skill or training immediately adaptable to the needs of the Air Force. Officers usually have immediately usable training, but seldom have the high degree of education required in the performance of certain specific assignments. Therefore, in order to provide the trained personnel necessary for efficient operation, the Air Force must develop and operate educational programs.

Since it became a separate Department, the United States Air Force has been carrying on some educational programs alone, and some jointly with other services in the Department of Defense. For example, medical training, with the exception of aviation medicine, is carried out using Army or Navy facilities.

From the functional viewpoint the programs may be divided into 5 major categories as follows: (1) Training for day-to-day administration, operation, housekeeping, and maintenance; (2) education of selected personnel in administration and management; (3) education of selected personnel in the technical, scientific, and professional fields; (4) research and development; and (5) miscellaneous training. Due to personnel losses through deaths, retirements, and turn-over to continually changing weapons and techniques, and other factors, the requirements of these programs are continuous but fluctuating.

Training for day-to-day administration, operation, housekeeping and maintenance is in some respects the most important educational program of the Air Force. It includes the technical training program and the Reserve Officers' Training Corps program. The technical training program is designed to furnish the Air Force with the varied skills required in the maintenance and operation of aircraft, electronic devices, laundries, messes, et cetera. It also provides indoctrination training, which is the basic military training given to all Air Force newly enlisted personnel. Typical technical training schools give instruction in gunnery, aerial photography, radar operation and maintenance, aircraft repair and maintenance, administration, et cetera. Officers as well as enlisted men attend the technical schools. During the third quarter of the fiscal year 1950, the technical training program had a peak training load of 31,220. This load gradually will be reduced to 25,000, which is designed to meet the present Air Force attritional requirements. The legal authorization for the operation of the technical training program is each annual appropriation. During fiscal year 1950, identifiable obligations for the program were about $87,300,000.

The Air Reserve Officers' Training Corps program constitutes the major source of junior officers for the Reserve forces. The purpose of the program is to develop in prospective graduates the qualities of leadership and other essential attributes of a commissioned officer. This activity was started in 1946, with the establishment of 78 units and an approximate enrollment of 8,700 students. In October of 1950 it had expanded to 127 units with an approximate enrollment of 66,000. Legal authorization is contained in section 40–47c of the National Defense Act of 1946, as amended. Identifiable obligations for the fiscal year 1950 were approximately $7,400,000.

The education of selected personnel in administration and management is better known as the civilian institutions program. Some positions in the Air Force require the same type of training offered by leading civilian institutions. Personnel showing aptitude for this type of work are selected and sent to these institutions, for both

graduate and undergraduate work. In 1946 approximately 1,000 officers attended. During the fiscal year 1950 about 1,200 officers attended 75 institutions. The legal authority for the program is contained in Public Law 670, Eightieth Congress. For the fiscal year 1950 identifiable obligations were approximately $680,000, representing tuition cost.

The program for education of selected personnel in technical, scientific, and professional fields provides individuals with the knowledge and training necessary to pursue research and development for air weapons, and for aviation medicine. Loss of key civilian personnel at the end of World War II made such a program necessary. Legal authorization is contained in the annual appropriation acts. During the fiscal year 1950 identifiable obligations totaled approximately $350,000. This represents contractual research costs and tuition payments.

The research and development program is designed to develop new weapons and techniques for the Air Force. World War II indicated the necessity for continual aggressive research in the interest of national security. The program is accomplished by means of contracts with civilian educational and research institutions. The legal authorization for the program is contained in Public Law 604, Eighty-first Congress. For the fiscal year 1950 obligations totaled about $14,300,000, representing contractual costs.

Miscellaneous educational programs of the Air Force include the following, for which legal authorization is contained in the annual appropriation acts:

Off-duty education.—Operation "Bootstrap" offers airmen and officers an opportunity to pursue, during off-duty hours, general education courses leading to a graduate degree. Operation "Midnight Oil" offers airmen an opportunity to pursue, during off-duty time, general education courses related to Air Force enlisted and officer career fields.

Apprentice program.—This is designed to provide all-around skilled journeymen for key occupations.

In-service training of civilian personnel.—This is a program of on-the-job training of civilian personnel, designed to increase their proficiency and effectiveness.

Specialized aircraft maintenance.—Under this program arrangements are made to have Air Force civilian employees trained, cost-free or on a contract basis, at factories where new Air Force equipment is being built. Personnel so trained is then used to instruct other Air Force personnel.

Education of dependents.—The purpose of this program has been to provide primary and secondary education, or its equivalent to dependents of Air Force civilian and military personnel. Local public school facilities have been utilized to the fullest possible extent. Where tuition is required, a contract with school authorities is effected. Where it is not practical to use a nearby school, or at locations where none exists, arrangements have been made to operate a school on the Air Force installation.

According to its own computations, the educational programs of the Department of the Air Force involved an estimated total of approximately $110,806,884 during the fiscal year 1950. The figures presented in this report are estimates only. In some cases, such as

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that of in-service training of civilian personnel, the educational activity is an inseparable part of the daily work. In other cases, the obligations for education are included in the basic operations appropriation.

2. AIR TRAINING COMMAND

Activity: Specialized training program in maintenance and operation of aircraft and other equipment of advanced design

Purpose.—To provide teaching personnel to instruct in the use of new Air Force equipment at Air Force installations; and to provide a nucleus of maintenance and operational personnel in order that equipment may be operated as soon as delivered.

History and description.—This program originated in the need of the Air Force for personnel trained in operation, repair and maintenance of new equipment during the period in advance of the existence of printed guides and sources of information. Training on new equipment is usually conducted at Air Force installations, and skilled workers are utilized as instructors. In some cases, however, employees are trained at factories on a cost-free or contract basis when suitable facilities and instructors are not available on the base, or in emergency cases, or where newness and secrecy of equipment requires that instructors be factory technicians. Civilians who receive this training are used extensively to instruct other workers.

Legal authorization.—Annual appropriation acts provide for—

> training and instruction of military and civilian personnel of the Air Force, neluding tuition and related expenses * * *.

Obligations, fiscal year 1950.—$14,000.

3. CONTINENTAL AIR COMMAND

Activity: Air Force Reserve Officers Training Corps program in cooperation with colleges and universities

Purpose.—To develop in prospective college graduates the qualities of leadership and other attributes essential to commissioned officers, and otherwise prepare them for immediate assignment to specific duties in the Regular Air Force, the Air Force Reserve, and the Air National Guard.

History and description.—The postwar Air Force Reserve Officers Training Corps program was begun in 1946, with the establishment of 78 units and a total enrollment of approximately 8,700 students. The program expanded steadily and was comprised of 127 units with an estimated enrollment of approximately 66,000, as of October 15, 1950. Annual officer production from this program will reach an estimated 7,600 at the end of the fiscal year 1951. Administration of the program is under the direction of the Commanding General, Continental Air Command, through the numbered Air Forces under his command, to the individual professors of air science and tactics who command the units established at approved educational institutions.

Legal authorization.—Section 40–47c, National Defense Act of 1916, as amended.

Obligations, fiscal year 1950.—$7,434,090.

4. DEPUTY CHIEF OF STAFF FOR DEVELOPMENT

Activity: Aeronautics research and development, through contracts with educational institutions

Purpose.—To pursue basic and applied research and development in the field of aeronautics through contracts with educational institutions.

History and description.—During World War II research and development necessarily was subordinated to the mass production of matériel. Military activity served as a concrete stimulant to research and development when the scientific advances of the enemy became known through captured equipment. In addition, the many modifications in Air Force equipment resulting from wartime exigencies indicated the necessity for and potentialities of aggressive Air Force research and development in the interest of national security. In the reexamination of research and development requirements made at the end of the war, the following principal areas emerged as requiring the greatest attention: Aircraft design, guided missiles, aircraft and missile production, electronics, meteorology, aviation medicine, armament, winterization, atomic energy, human resources. These areas assumed a high degree of importance because of their indispensability to air power as it obviously would have to be employed in the future and they represent the core of the Air Force research and development program.

Legal authorization.—Public Law 604, Eighty-first Congress.

Obligations, fiscal year 1950.—$14,319,000.

5. DIRECTORATE OF CIVILIAN PERSONNEL

(*a*) *Activity: Apprentice training program for civilian personnel*

Purpose.—To provide skilled journeymen for key occupations; to provide the trades and skills required to meet the needs of the Air Force; and to create a potential reserve of skilled workers from which supervisors may be developed.

History and description.—The importance of the apprentice training was demonstrated during World War II, when it was found that workers who had completed apprenticeships in Air Force installations were more skilled than mechanics recruited from other types of work outside the Air Force. The present apprentice-training program was organized in 1946, with approximately 45 apprentices in training in six trades. The program has expanded until there are now approximately 1,100 apprentices in training in 12 trades at 8 different Air Force installations. Apprentice courses vary from 3 to 5 years depending on the trade. The apprenticeship term is divided into periods of 1,000 hours of combined work experience and related instruction. Related instruction of at least 72 hours in each 1,000-hour period is provided through not less than 3 nor more than 6 hours of classroom instruction each week. An examination, consisting of both written and performance tests, is given apprentices at the end of each period prior to advancement.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—Not separately identifiable from general appropriation for

expenses necessary for the maintenance, operation, and modification of aircraft, and for maintenance, operation, repair and other expenses necessary for Air Force facilities.

(*b*) *Activity: In-service training for civilian employees*

Purpose.—To orient new employees to their assignments; to give continuous training to hold performance to required standards; and to teach higher skills so that employees may assume greater responsibilities.

History and description.—Prior to 1941, there was no organized program for training civilian employees in the Army or Air Force. On the basis of studies made by industrial personnel experts a policy was adopted to train civilian personnel. The program is based on needs. Responsibility for determining these needs is primarily that of operating officials, with the advice and assistance of the civilian personnel office. Training is provided for new employees, and for present employees to increase effectiveness in present positions, prepare for upgrading, and to meet basic skill shortages, in the following general areas: Orientation; supervision and management; skilled trades; supply; protective and personnel services.

Legal authorization: Annual appropriation act.

Obligations, fiscal year 1950.—Training is accomplished while the employee is at his work station. There are no identifiable obligations.

6. DIRECTORATE OF MILITARY PERSONNEL

(*a*) *Activity: Off-duty educational program for Air Force personnel*

Purpose.—To provide educational opportunities for officers and airmen who desire to study during off-duty time in order (*a*) to complete the requirements for diplomas, undergraduate degrees, or graduate degrees, and (*b*) to improve their general educational background related to individual career fields.

History and description.—The off-duty education program began after World War II. It provides opportunities for both academic and vocational education through classroom instruction and self-teaching or correspondence courses normally taught in civilian academic and vocational institutions. Subjects offered range from basic elementary education through college. Educational guidance, testing, and examination services are also provided.

Operation "Bootstrap" offers officers and airmen an opportunity to pursue during off-duty time, general educational courses leading to an undergraduate or graduate degree. Operation "Midnight Oil" offers airmen an opportunity to pursue during off-duty time, general educational courses that are related to individual career fields. Separate lists of basic career courses have been published for each of the 42 airman career fields. The Air Force off-duty education program is carried on with the cooperation of accredited civilian educational institutions.

Legal authorization.—Public Law 580, Seventy-seventh Congress, and annual appropriation act.

Obligations, fiscal year 1950.—Obligations for this program are not separable from cost of operation of bases.

(*b*) *Activity: Provision of primary and secondary education for dependents (1950)*[4]

Purpose.—To provide primary and secondary education to dependents of military and civilian personnel of the Department of Defense residing on Federal property under the jurisdiction of the Department of the Air Force, or stationed overseas on Air Force bases.

History and description.—Local public-school facilities have been utilized to the fullest extent to provide primary and secondary education for dependents of military personnel residing on Federal property under the jurisdiction of the Air Force. When tuition payments have been required, a contract favorable to the Air Force has been effected with authorities of the school districts wherein the Air Force installation is located. In cases where it has not been practicable to use a nearby school, a contract has been made with a nearby school district to operate a school on the installation. Whenever it has been impractical to arrange for operation of a school through a regularly organized school district, a service-operated school has been established on the base. Civilian instructors have been employed to conduct the school by the local base commander. In overseas areas, schools are service-operated by qualified civilian instructors employed and paid from appropriated and nonappropriated funds. Schools receive their accreditation by recognized accrediting agencies in the United States. If it is impractical to organize a school in an overseas area because of the number of students, correspondence courses are utilized. These correspondence courses are taken through fully accredited schools established for this purpose in the United States.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—$630,254.

7. DIRECTORATE OF TRAINING

(*a*) *Activity: Air Force technical training program*

Purpose.—To train military personnel at military stations in the necessary technical skills required to man the United States Air Force.

History and description.—The United States Air Force entered the fiscal year 1949 with a student-in-training load of 15,419, and with excessive shortages in its authorized troop strength. An analysis of training requirements in the technical areas was completed by mid-fiscal year 1949, and the training rate was increased by approximately 50 percent. Another analysis in the first quarter of the fiscal year 1950 revealed that training production was higher than had been anticipated. Therefore, the projected peak student-in-training load was reduced by approximately 17 percent. The actual peak student-in-training load of 31,220 was reached in the third quarter of the fiscal year 1950. Thereafter, until the close of the fiscal year 1950, the student-in-training load underwent an orderly and progressive reduction toward the figure of 25,000 required to meet United States Air Force attritional requirements.

The Air Force technical training program is a comprehensive educational project covering the wide range of knowledge and skills needed to carry on the activities of the Air Force. Included within its scope are the basic indoctrination of military personnel, technical

[4] This activity is being principally transferred in 1951 to the Office of Education under provisions of Public Law 815 and 874, 81st Cong.

training in the operation, maintenance, and repair of aircraft, in gunnery, aerial photography, electronics, radar operation and maintenance and many other specialized skills, in administration, and in housekeeping and management. This training in vocational and technical fields is at a secondary school level and is carried on in military stations in Colorado, Illinois, Louisiana, Mississippi, Texas, and Wyoming. Foreign personnel from Canada, South America, Europe, the Philippines and some Asiatic countries participate in this program at no direct cost to the United States Air Force.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—$87,371,344.

(*b*) *Activity: Civilian institutions program for technical and scientific education of Air Force personnel*

Purpose.—To train United States Air Force officer personnel in technical, scientific, and professional subjects in selected civilian educational institutions in order to provide qualified regular officer personnel to fill specific Air Force positions.

History and description.—The current civilian institution program of the Air Force is a continuation of a practice of long standing whereby the Armed Forces may augment the training of personnel by utilizing the facilities of institutions of higher learning.

In 1946 the undergraduate program was monitored by Headquarters Air University, Maxwell Air Force Base, Ala. The selection and assignment of officers for the graduate technical program was made by Headquarters United States Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio. At that time approximately 1,000 troop spaces were allotted the program at a tuition cost of approximately $500,000. Since 1948 the United States Air Force Institute of Technology has been the monitoring headquarters for the entire program. The institute annually selects officers for assignment to civilian colleges and universities for advanced education in fields that correspond to Air Force requirements for competently trained officer specialists. During the fiscal year 1950 approximately 1,200 Air Force officers were enrolled in 75 participating civilian institutions at both graduate and undergraduate levels, and approximately 200 officers were enrolled in short courses of a specialist nature in participating civilian institutions.

Legal authorization.—Public Law 870, Eightieth Congress.

Obligations, fiscal year 1950.—$684,194.

(*c*) *Activity: Medical education and research program*

Purpose.—To conduct courses in aviation medicine, air evacuation, and allied fields, and to conduct research in aviation medicine.

History and description.—The United States Air Force School of Aviation Medicine originated as a result of War Department Special Order 243, dated October 18, 1917, which appointed a Medical Research Board to "investigate all conditions which affect the efficiency of military pilots and consider all matters pertaining to their selection and their physical and mental fitness." The first action of the Board was to establish an Aeromedical Research Laboratory at Hazelhurst Field, Mineola, Long Island. In May 1919 a school for flight surgeons was added to train medical officers for duty with air units. In November1919 this institution was moved to Mitchel Field; in June 1926 to Brooks Field, Tex.; and finally in October 1931 it was located at Randolph Air Force Base, Tex.

In 1921 the school was redesignated the School of Aviation Medicine and became a special service school. From a very small beginning the School of Aviation Medicine had a gradual but firly constant growth until the early part of World War II. During the war, expansion was rapid and several branch schools were established at Santa Ana, Calif.; Nashville, Tenn., and at the San Antonio Aviation Cadet Center. These were deactivated after the war. All activities are now concentrated at Randolph Field, Tex. A branch facility is to be established at Gunter Air Force Base, Montgomery, Ala., during the fiscal year 1951.

Prior to the establishment of the United States Air Force Medical Service on June 8, 1949, the Medical Department, United States Army, conducted medical training for personnel on duty with the Air Force, except for the training conducted at the School of Aviation Medicine. The Army Medical Department budgeted for the medical education program during the fiscal year 1950. The Air Force has continued to utilize training facilities of the Army and Navy where courses conducted by these services are suitable.

Legal authorization.—Not established by statute.

Obligations, fiscal year 1950.—$222,002.

(*d*) *Activity: Research training program for technical, scientific, and professional personnel in institutions of higher learning*

Purpose.—To provide Air Force personnel with the skills and knowledge needed to enable them to pursue a comprehensive and intensive research and development program to give the United States the air weapons needed for national security; to train eligible civilian employees in advanced scientific and technical subjects to prepare them for key scientific and engineering positions.

History and description.—After World War II the Air Force experienced difficulty in retaining highly qualified technical, scientific, and professional personnel. To provide a continuous supply of such personnel a contract was entered into with Ohio State University in 1946 which provided for training of eligible employees at Wright-Patterson Air Force Base under university supervision. The school became known as the Civilian Graduate Center. It provides training in sciences and management essential to the progress of research activities in the Air Material Command and for the professional growth of engineering and scientific personnel. It also provides for consultation, instruction, and research participation. Graduate training in communication research in the Watson Laboratories of Red Bank, N. J., is designed to increase the skills of engineers engaged in furthering communications development. In addition, provision is made for short units of training at other educational institutions such as Boston University, Massachusetts Institute of Technology, Harvard, and the University of California.

Legal authorization.—Annual appropriation act

Obligations, fiscal year 1950.—$132,000.

F. Department of Justice

1. SUMMARY

The educational activities of the Department of Justice include seven programs which fall into two main categories: (1) Adult education for aliens preparatory to naturalization and for inmates of penal

and correctional institutions; and (2) training programs in law-enforcement procedures for personnel of the Department and for law-enforcement officers from State, county, and local governing units.

The Federal Bureau of Investigation conducts a National Police Academy for State, county, and local police officers. Formalized instruction is offered in the fundamentals of law enforcement, with emphasis on training of police executives and instructors. In its field police schools the Federal Bureau of Investigation makes available a variety of special-purpose courses to meet specific needs of State, county, or local enforcement agencies. In addition to the training services available to law-enforcement officers from other units of government, the Bureau provides for its own agents an in-service training program in the procedures of enforcement of Federal laws and of investigation of violations of Federal laws.

The Immigration and Naturalization Service cooperates with public schools and community agencies in assisting alien candidates for naturalization to meet the educational requirements of the naturalization law. By statute the Service prescribes the scope and nature of the examination of petitioners and makes recommendations to the naturalization courts regarding their admissibility. In order to discharge this responsibility the Service is empowered to prepare and distribute textbooks on citizenship to the candidates, and to encourage their participation in adult educational programs provided by the public schools or other agencies.

In addition to its educational services to adult aliens, the Immigration Service carries on two training programs for its own personnel. The Border Patrol Training School at El Paso, Tex., instructs patrol inspectors in the immigration laws and regulations, in procedures for carrying out their enforcement duties, and in the Spanish language. A correspondence training course is offered field personnel on a voluntary basis in immigration law, regulations, and policies.

The Federal Bureau of Prisons and Federal Prison Industries, Inc., offer an integrated program of general and vocational education to the inmates of the 25 Federal penal and correctional institutions, ranging from the adult illiterate to the college level in the academic field covering 40 skilled and semiskilled trades in the vocational field.

According to computations made in the Department of Justice, obligations for all of these programs for the fiscal year 1950 amount to $1,171,479.12 for operating and $14,936.88 for administrative costs, or a total of $1,186,416.

2. BUREAU OF PRISONS AND FEDERAL PRISON INDUSTRIES, INC.

Activity: General and vocational education of inmates of Federal penal and correctional institutions

Purpose.—To conduct a program of general education and vocational training in Federal penal and correctional institutions which will afford maximum opportunity for inmates to acquire such knowledge and occupational skills as will enable them to adjust to society and earn a livelihood upon release.

History and description.—For a number of years the Bureau of Prisons has made available general and academic education for the inmates of its 25 institutions. Classes range from the adult illiterate to college level. Much of this work is accredited by the departments

of education of the States within the bounds of which the particular institutions are located.

The Federal Prison Industries, Inc. (a Government-owned corporation established to administer all industrial operations in the Federal prison system), finances and conducts a diversified program of vocational education in the 25 institutions of the Bureau. This program includes 42 trade shops, occupational on-the-job training in institutional maintenance, and industrial shops in 40 skilled and semiskilled occupations. These are supplemented by related training courses and a number of handicraft shops for exploratory, therapeutic and prevocational purposes.

During the fiscal year 1950 there were 522 general and academic classes meeting regularly with an enrollment of 5,030. In the skilled and semiskilled occupations there were 508 shops and vocational projects offering training with an enrollment of 4,948. In addition, 3,535 inmates pursued correspondence courses. Class instruction in related subjects, such as trade theory, shop mathematics, working drawings, vocational English, et cetera, provided instruction for an average enrollment of 3,117 vocational trainees. Trainees are assisted in finding proper employment. During the fiscal year 1950 there were 1,085 successful placements from the training units. Many more placements were secured through the cooperation of State employment services.

Legal authorization.—Bureau of Prisons: Sections 4001 and 4002, title 18 U. S. C., Rev. 46 Stat. 325; section 4081, title 18 U. S. C., Rev. 46 Stat. 390. Federal Prison Industries, Inc.: Section 4123, title 18 U. S. C., Rev. 46 Stat. 391; section 4126, title 18 U. S. C., Rev. 46 Stat. 392, 48 Stat. 1211. Public Law 521, Eightieth Congress, 62 Stat. 230. Public Law 821, Eightieth Congress, 62 Stat. 1100.

Obligations, fiscal year 1950.—Bureau of Prisons, operating $250,000. Federal Prison Industries, Inc., operating $388,000.

3. FEDERAL BUREAU OF INVESTIGATION

(*a*) *Activity: Operation of the FBI National Academy*

Purpose.—To train State, municipal, county, and other local law-enforcement officers as instructors and executives in the field of law enforcement.

History and description.—The Academy was established in 1935. Three sessions of 12 weeks each are conducted annually in Washington, D. C., and Quantico, Va. Instruction covers the broad aspects of law enforcement, including training in the work of police executives and police instructors. The last 2 weeks of each session are devoted to specialized training in elective subjects. Transportation costs, living and other incidental expenses are defrayed by the officers in attendance. There is no charge for the instruction offered or the facilities utilized. Trainees are employed throughout the States and Territories of the United States and various foreign countries. During the fiscal years 1949 and 1950, 335 individuals were afforded such training.

Legal authorization.—Annual budget and appropriation.

Obligations, fiscal year 1950.—Operating, $9,787.50; administrative, none.

(*b*) *Activity: Operation of field police schools*

Purpose.—To provide basic, advanced, specialized and refresher courses of instruction to State, county, municipal and other local law-enforcement agencies.

History and description.—This program of training has been developed since the establishment of the FBI National Academy for police training in 1935. In each instance the type of training given and the length of the course on instruction depends upon the expressed needs of the agency requesting it. During the fiscal years 1949 and 1950, 6,259 individuals were afforded training in such courses, representing law-enforcement agencies in the continental United States and its Territories.

Legal authorization.—Annual budget and appropriation.

Obligations, fiscal year 1950.—Not identifiable.

(*c*) *Activity: Provision of in-service agent training*

Purpose.—To train special agents in Federal procedure, the investigation of violations of Federal laws over which the FBI has jurisdiction, and the handling of other statutory responsibilities.

History and description.—The program was begun in 1925 and has been developed to keep pace with the growth of the FBI's responsibilities. Trainees are employed throughout continental United States and its Territories. During the fiscal years 1949 and 1950, 2,554 employees were afforded such training.

Legal authorization.—Annual budget and appropriation.

Obligations, fiscal year 1950.—Operating, $492,691.62; administrative, $14,936.88.

4. IMMIGRATION AND NATURALIZATION SERVICE

(*a*) *Activity: Cooperation with the public schools of the United States, Alaska, and Hawaii, in a program of citizenship education for candidates for naturalization studying under the supervision of the public schools*

Purpose.—To encourage and assist candidates for naturalization to meet the educational requirements of the naturalization law.

History and description.—The Federal Immigration and Naturalization Service was first authorized by law in 1918 to cooperate with the public schools in providing adult education for the foreign-born, by sending them information about applicants for naturalization, and by preparing and supplying citizenship textbooks to the schools without cost. The Nationality Act of 1940 continued these provisions and broadened the powers of the Service by authorizing the Commissioner of Immigration and Naturalization

> to prescribe the scope and nature of the examination of petitioners for naturalization for the purpose of making appropriate recommendations to the naturalization courts.

Section 327 (c), Nationality Act of 1940, as amended, authorized the Service to prepare and distribute citizenship textbooks to candidates for naturalization studying within or under the supervision of the public schools. The Service possesses no authority as a teaching organization, but merely cooperates in programs provided by the public schools and local communities. As the agency required by law to determine whether, and under what conditions, particular

aliens shall enter and remain in the United States, and to inquire as to their qualifications for citizenship, it is able to encourage aliens to take advantage of public educational programs.

Legal authorization.—64 Stat. 1018; 8 U. S. C. 704; 54 Stat. 1151; 8 U. S. C. 727; 54 Stat. 1154; 8 U. S. C. 732; 54 Stat. 1163; 8 U. S. C. 744.

Obligations, fiscal year 1950.—Operating approximately $5,000; textbook printing, approximately $10,000.

(*b*) *Activity: Correspondence training program for field personnel*

Purpose.—To instruct field personnel by mail in immigration and naturalization law, current administrative and court adjudications made thereon, and agency policy for the enforcement of regulations.

History and description.—The program was inaugurated in July 1946, in a refresher school for inspectors and examiners to follow up training given to returned veterans. Other personnel were later included. Thirty-four correspondence lessons are offered on a voluntary basis to employees. Each lesson covers a specific phase of law, regulations, and policy, such as: determining nationality, classification of arriving aliens, head tax, alien registration, et cetera. Lessons are arranged in order of operation, from determining the nationality of an arriving person through deportation or naturalization of aliens. Each lesson involves an average of 12 hours research in law and administrative and judicial decisions; and is pursued on the student's own time. Completed exercises are reviewed in the training office.

Legal authorization.—Notice 90.1 of title 8, general authority of Commissioner of Immigration and Naturalization, and notice 1.15, authorities delegated to the Assistant Commissioner, Administrative Division.

Obligations, fiscal year 1950.—Operating and administrative not separable; $7,500 chargeable to this program; no funds specifically authorized.

(*c*) *Activity: Operation of the United States Immigration Border Patrol Training School, El Paso, Tex.*

Purpose.—To train patrol inspectors in the immigration and nationality laws and regulations, their duties and their authority as enforcement officers, the basic methods of field operations, and the Spanish language.

History and description.—The border patrol was set up in July 1924, with a few basic duties and relatively simple techniques. By the early 1930's the increased duties of the patrol made a training program for the patrol inspectors imperative. Training schools were established in various districts in 1933 and a national school was set up in El Paso in 1937 because of the concentration of border patrol officers in that area.

The courses instruct patrol inspectors in the immigration and nationality laws and regulations, and basic methods of carrying out their enforcement duties. Instruction in the Spanish language is provided. All officers must meet certain established standards after training.

Legal authorization.—Notice 90.1 of title 8, general authority of the Commissioner of Immigration and Naturalization, and notice 1.15, authorities delegated to the Assistant Commissioner, Administrative Division.

Obligations, fiscal year 1950.—Operating and administrative costs, including salaries of instructing personnel, supplies and equipment, approximated $8,500.

G. Post Office Department

According to information obtained from the Post Office Department, it is carrying out no activities within the scope of this study.

H. Department of the Interior

1. SUMMARY

The Department of the Interior carries out a wide variety of educational activities in the following bureaus and offices: the Office of the Secretary, the Bonneville Power Administration, the Bureau of Indian Affairs, the Bureau of Reclamation, the Geological Survey, the Bureau of Mines, the National Park Service, the Fish and Wildlife Service, and the Office of Territories.

The Office of the Secretary conducts a management training program for trainees who are selected from the junior management assistant register of the Civil Service Commission, and from career employees of the Department who have demonstrated aptitude for management work. The training period covers 9 months, and includes 3 weeks of conferences at the beginning of the program on policies and administrative methods of the Department; a weekly meeting thereafter for group discussions; counseling by the supervisory training officer; academic work at one of the local universities under tuition-free scholarship arrangements; and written progress reports and diversified training assignments under competent supervision, scheduled in accordance with the Department's needs and each trainee's qualifications and training requirements. This training program combines practical experience in management with broad studies of public administration. A supervisor's forum, which has for its purpose the improvement of supervision in the Department by the development and training of present and potential supervisors, and a reporting class, to prepare stenographers for speed in verbatim conference reporting, are also conducted by the Office of the Secretary.

Under the Government's foreign economic-assistance program, engineers, students, technicians, and other persons from foreign countries are trained in the various scientific and technical activities carried on by the Department. This training enables the trainees later to pass on the techniques acquired during their training period to their countrymen, in an effort to improve their own country's standard of living. Some of the fields in which this training is offered by the Department are dam engineering, canal engineering, electrical engineering, mechanical engineering, geology and petrography, construction administration, irrigation project operation and maintenance, power operation, topographic mapping, fishery science, wildlife management, tropical medicine, and a number of other related scientific and technical activities. Training programs of this type are conducted by the Bureau of Reclamation, the Geological Survey, the Bureau of Mines, the Fish and Wildlife Service, and the Office of Territories.

Several bureaus of the Department, including the Bonneville Power Administration, conduct apprenticeship-training programs to provide a source of technically trained competent workmen. Several bureaus cooperate with various colleges and universities in providing research fellowships to graduate students which afford a means by which needed research can be expeditiously conducted through institutions of higher learning.

The Department of the Interior has been giving financial assistance to public-school districts where an undue burden has been created on the local school district by the enrollment of dependents of employees of the Department.[5] Financial assistance has also been given to school districts to encourage them to enroll Indian children. In some States contracts have been negotiated with the departments of education for educating Indians. Where such contracts have been negotiated, the Bureau of Indian Affairs has withdrawn from educational activities, retaining only those in the heart of the Indian reservations. Elementary and secondary schooling, financed entirely by the Department, is provided for Indian, Eskimo, and Aleut children of one-fourth or more native blood who are unable to attend public schools, or where public-school facilities are not available, such as on Indian reservations. The program of Indian education is the largest educational activity administered by the Department.

The Yosemite Field School, operated by the National Park Service, is one of the oldest schools in the country offering specialized naturalist training. This program has been important to students who became employees of the Park Service as park naturalists, ranger naturalists, or museum curators.

Extensive health and safety programs are conducted by the Bureau of Mines, not only to train employees of the Bureau but also to train persons employed in the mining and related industries. In addition to this activity, the Bureau maintains a library of motion-picture films, available to the public, which give a comprehensive study of the mining industry in an effort to promote health and safety, and increase efficiency.

According to an estimate made in the Department of the Interior, during the fiscal year 1950, obligations of the Department for educational operations amounted to about $18,812,307. Most of this sum was obligated for the purpose of educating Indian children. An additional $292,727 was obligated for administration in connection with the educational programs. Due to the nature of some of the activities, it was found difficult to clearly segregate the administrative costs from operating costs in some cases. Consequently, in some instances administrative costs, as distinguished from operating costs, are estimated figures. Total obligations for operating and administrative costs of the programs for fiscal year 1950, according to the departmental estimate, amounted to about $19,105,034. In addition, expenditures for the construction of educational facilities for Indians amounted to $3,485,692, making the total estimated departmental expenditures for all educational activities $22,590,726.

[5] This activity is being transferred to the responsibility of the U. S. Office of Education under provision of Public Laws 815 and 874, 81st Cong.

2. BONNEVILLE POWER ADMINISTRATION

(*a*) *Activity: Apprenticeship training program*

Purpose.—To provide Bonneville Power Administration with technically trained, competent workmen and to promote and maintain high standards of workmanship.

History and description.—The standard apprenticeship plan for all trades and crafts in the Bonneville Power Administration was prepared in 1946 by the central joint council in apprenticeship and the various craft apprenticeship committees of the Bonneville Power Administration and was approved by the appropriate State and Federal officials. The plan was prepared as part of the apprenticeship program established by the Bonneville Power Administration to provide a source of technically trained, competent workmen and to promote and maintain high standards of workmanship.

The plan sets up a program of systematic work experience under the supervision of proficient mechanics and related instruction under the direction of qualified instructors. It seeks to develop highly skilled craftsmen capable of exercising independent judgment; of understanding the theory uderlying their work; of knowing the laws and regulations applicable to the work; and of advancing in time to positions of leadership and responsibility.

Approximately 34 individuals participate annually. They receive salary, and if veterans, they receive subsistence allowance. No school or tuitional costs are paid by the Administration.

Legal authorization.—Bonneville Project Act (as amended), 16 U. S. C. 832a (f) and 832i (b).

Obligations, fiscal year 1950.—No special payments are made to apprentices by Bonneville Power Administration other than by wages. Administrative, $3,510.

(*b*) *Activity: College cooperative research program*

Purpose.—To provide a means by which research needed by Bonneville Power Administration can be expeditiously conducted through institutions of higher learning.

History and description.—The college cooperative research program of the Bonneville Power Administration was inaugurated in 1945 to afford a means by which problems to which the Administration required answers could be undertaken for study on a jointly financed basis by cooperating universities and colleges. The program has made it possible for the Bonneville Power Administration to obtain needed data at much less expense than would be incurred if the Administration had undertaken the research itself. The studies which have been instituted are related to various phases of the Administration's responsibilities and are of such a nature that the results have been or can be immediately incorporated into the Administration's work or planning. The program is maintained at approximately the same scale from year to year.

Legal authorization.—Bonneville Project Act, 16 U. S. C. 832a (f).

Obligations, fiscal year 1950.—Operating $48,100; represents Bonneville Power Administration's share of costs of project as reimbursed to colleges. BPA's costs of administration are not included.

3. BUREAU OF INDIAN AFFAIRS

Activity: Indian education

Purpose.—(*a*) To encourage enrollment of Indian pupils in public schools when this is feasible, by meeting a portion of the educational costs where necessary because of the presence of nontaxable land; and (*b*) to provide elementary and secondary schooling for Indian, Eskimo, and Aleut children of one-fourth or more native blood unable to attend public schools.[6]

History and description.—For many years a few Indian children were accepted in public schools located near their habitations. The number increased from year to year, and their attendance at the public schools tended to speed up the acquisition of spoken English by these children and facilitate their adaptation to the surrounding non-Indian culture pattern. By 1928 a Federal policy of obtaining admission of Indian children to local public schools was firmly established. The Johnson O'Malley Act of 1934 authorized contracts with State agencies for Indian education. The first State contract was with California in 1935. In 1950, 14 such contracts were negotiated with State departments of education, as well as individual contracts with 45 school districts in 5 additional States making provision for over 31,000 Indian pupils. Where State contracts have been negotiated, the Bureau of Indian Affairs has withdrawn from educational activities, retaining only those schools in the heart of the Indian country.

Among the first responsibilities undertaken by the Federal Government in its relation to Indians was that of furnishing schools specifically for Indians. Many early treaties pledged the Government to build and operate schools as part of the purchase price for land relinquished by the Indians. Early appropriations for the purpose were often paid to missionary bodies under contract to perform these services. In 1897, Congress terminated such contracts and set forth a Federal policy that Government funds might no longer be paid toward sectarian education. This policy has subsequently been modified to permit subsistence contracts with mission schools for the boarding-home care of indigent children but not including educational costs.

For many years it was Federal policy to place Indian children in boarding schools to separate them from tribal conditions, but elementary boarding schools are now restricted to the enrollment of orphans, dependent children, or those who live too far away from schools to attend on a day basis. Indian high-school students are admitted to Federal vocational boarding high schools when vocational offerings are not available in local day high schools. Otherwise, Indian children are enrolled in public schools where these are available or in Federal day schools located near their homes. A continuing program of adult education is also carried on through all Federal schools. In 1950, 85 boarding and 150 day schools were operated, enrolling over 31,000 pupils.

Educational work with the natives of Alaska is carried on through the Alaska Native Service, the name under which the Indian Service operates in the Territory. Here also, natives are admitted to Territorial public schools where these are available. Federal schools are operated in native villages where other educational facilities are not

[6] This program has been slightly modified under Public Laws 815 and 874, 81st Cong., administered by the U. S. Office of Education.

available. In 1950, 3 boarding schools and 93 day schools were operated in Alaska, enrolling 5,324 pupils.

Legal authorization.—(*a*) 48 Stat. 596 as amended 49 Stat. 1458; 25 U. S. C. 452; (*b*) 25 U. S. C. 18.

Obligations, fiscal year 1950.—$17,557,544, of which $436,132 represents supervisory costs in connection with professional program direction, but exclusive of administrative costs at schools. In addition, a total of $3,485,692 was spent by the Bureau for construction of educational facilities for Indians.

4. BUREAU OF MINES

(*a*) *Activity: Cooperative program for graduate study at the University of Washington, Seattle, Wash.*

Purpose.—To carry out research on problems of the mineral industry in the Pacific Northwest and Alaska.

History and description.—Since the year 1917 the University of Washington at Seattle, Wash., in cooperation with the Northwest Experiment Station of the Bureau of Mines has offered four to six research fellowships annually to graduate students throughout this country, and on several occasions to students from foreign countries. Research fellows work on assigned Bureau of Mines investigations of importance to the mineral industry of the Pacific Northwest and Alaska and spend part time in graduate classroom study. The results of the investigations are included in official publications of the Bureau of Mines. Six research fellows currently are carrying on investigations relating to the utilization of coal and nonmetallic minerals. The present program will continue indefinitely.

Legal authorization.—H. R. 15669, Sixty-third Congress, third session, approved March 3, 1915 (30 U. S. C. 8 and 9).

Obligations, fiscal year 1950.—Operating, $1,000; administrative, $2,000.

(*b*) *Activity: Employee safety training program*

Purpose.—To reduce and maintain at a practical minimum injuries and occupational illnesses among employees of the Bureau.

History and description.—The office of the Bureau safety engineer was authorized in November 1945. Subsequently five full-time safety engineers have been assigned to plants operated by the Office of Synthetic Liquid Fuels.

Among the many better-known activities of safety engineering as a profession these plant safety engineers and their assistants either give or supervise group training in first-aid to the injured, fire protection, and fire fighting. They train the various craftsmen in the safe use of power equipment and hand toools. They instruct new employees individually in their particular job hazards, the use of items for personal protection, and inform them of the relationship of their jobs to over-all plant safety.

The safety engineers also instruct other engineers, designers, and construction supervisors in specific uses of standard or special methods or materials when necessary to insure safer operations in their own plant-experimental or pilot-plant operations. They devise organizational charts for emergencies such as fires, explosions or other disruptions of plant and housing facilities, and train various groups in their functions and places in emergencies.

Generally they inform employees and their families in the better known and some special safeguards to health, such as sanitation and protection against toxic plants and disease-bearing insects at places where the Bureau maintains its own housing facilities for employees.

Legal authorization.—Section 33 (c), Federal Employees Compensation Act, as amended by section 209 of the Federal Employees Compensation Act of October 14, 1949 (Public Law 357, 81st Cong., 30 U. S. C., 1946 edition, secs. 3, 4f, 4k, 5, and 8).

Obligations, fiscal year 1950.—Operating, $38,600; administrative, $9,900.

(*c*) *Activity: International informational and educational activities in cooperation with the Department of State*

Purpose.—To promote better understanding of the United States among the peoples of the world and to strengthen cooperative international relations.

History and description.—In recognition of the fact that the shortage of scientists and engineers trained in modern methods of mineral research and mining techniques has retarded the development of many countries and reduced their purchasing power for mining and allied equipment, in-service training awards to young scientists, mining engineers, and metallurgists have been made a phase of technical cooperation approved and sponsored by the Interdepartmental Committee on Scientific and Cultural Cooperation. Only a few awards have been granted thus far by the Bureau of Mines, beginning in 1948.

Legal authorization.—Public Law 402, Eightieth Congress, dated January 27, 1948 (22 U. S. C., 1946 edition, Supplement 3, secs. 1431–1479).

Obligations, fiscal year 1950.—Operating, $3,900. Funds were used for subsistence of trainee, transportation, and incidental expenses in connection with trainees expenses; none has been used for administrative costs.

(*d*) *Activity: Mine-safety training program*

Purpose.—To promote health and safety among employees of the mineral industries.

History and description.—The mine-safety educational programs were started at various dates and at present are divided into the following principal categories: (*a*) Accident-prevention training for supervisors and workmen in the mineral industries; (*b*) Holmes Safety Association councils and chapters; (*c*) first-aid and mine-rescue training for supervisors and workmen in the mineral industries.

Educational work in mine safety was very limited until after 1941, when funds and personnel were made available under Public Law 49. The opportunity to obtain Bureau of Mines training in matters pertaining to health and safety is now available in all mineral-producing States and Alaska. Many thousands of persons are now receiving training annually in accident prevention, first aid and mine rescue and other phases of mine safety.

Legal authorization.—Organic Act of the Bureau of Mines (36 Stat. 369 (original) and 37 Stat. 681 (amended)) and Public Law 49 (30 U. S. C. secs. 1, 3, 5, 6, and 7; 4f to 4o).

Obligations, fiscal year 1950.—Operating $816,954.

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(*e*) *Activity: Visual education program*

Purpose.—To promote safety, efficiency, economic development, and conservation of mineral resources.

History and description.—In 1918, the Bureau of Mines, in cooperation with the mineral and allied industries, began to present to students, engineers, and the general public, motion-picture stories of the mining industry. This activity has been carried on in an effort to improve health conditions, increase safety and efficiency, and promote the economic development and conservation of resources through the prevention of waste in mining, quarrying, metallurgical, and other mineral industries. Since the inception of this work the mineral and allied industries have appropriated approximately $4,000,000 to enable the Bureau of Mines to carry it forward. The Bureau has a library of films consisting of approximately 14,000 reels on 85 subjects, that were shown during the past year on almost 175,000 occasions to audiences in excess of 12 million persons (exclusive of use in television).

All costs incidental to the preparation of these films and providing copies for Government distribution have been defrayed by the mineral and allied industries. The work of obtaining the cooperation of the mineral industries and the details of their production have been carried on under the continuous supervision of one employee of the Bureau of Mines. The films carry no advertising or trademarks. Each film bears the Bureau of Mines seal and a brief acknowledgement of the cooperation of the sponsor.

The Bureau of Mines supervises distribution of the films and circulates about one-third through its own field offices and the remainder through the visual education branches of universities, public libraries, city and county boards of education, and similar public-service agencies. Borrowers pay no charges for use except costs of transportation from and to the distributing centers. The Bureau bears the overhead costs connected with the distribution of the films which it circulates through its field offices, and the minor costs of supervising distribution through the other circulating agencies.

Legal authorization.—Organic Act of 1910, as amended February 25, 1913 (Public Law 386, 63d Cong., 30 U. S. C. secs. 1, 3, 5, 6, and 7).

Obligations, fiscal year 1950.—Operating, $40,000.

5. BUREAU OF RECLAMATION

(*a*) *Activity: Cooperative settler-assistance program carried out in collaboration with State agricultural colleges*

Purpose.—To provide technical and other assistance to settlers on reclamation projects.

History and description.—The Bureau of Reclamation has long recognized the responsibility of land-grant colleges for leadership in agricultural education within the respective States, and has pursued a policy of full cooperation with the colleges in carrying out relevant phases of this activity. Where State colleges are not in a position to provide, through regular programs, the specialized type of assistance required by new settlers, the Bureau collaborates with them in providing this assistance. It makes arrangements with the agricultural extension service of State colleges of agriculture for the help of county agents in serving settlers on reclamation lands in the Western States.

Legal authorization.—Federal Reclamation Law (act of June 17, 1902, 32 Stat. 388).

Obligations, fiscal year 1950.—Administrative $45,149.31.

(*b*) *Activity: Financial assistance to local school districts of the Fort Peck project whether during construction or operation and maintenance of the project (1950)* [5]

Purpose.—To provide financial assistance to the public-school districts serving the Fort Peck project, Montana, for the education of dependents of persons engaged on that project.

History and description.—Public Law 586, Eightieth Congress, second session, was approved June 3, 1948, and provided for payments to school districts serving the Fort Peck project, Montana as reimbursement for educational facilities furnished by the district to dependents of persons engaged in the construction, operation, and maintenance of the project and living at or near Fort Peck upon real property of the United States not subject to taxation by State or local agencies and upon which payments in lieu of taxes are not made by the United States.

Legal authorization.—Act of June 3, 1948 (62 Stat. 287).

Obligations, fiscal year 1950.—Administrative $2,970.

(*c*) *Activity. Financial assistance to local school districts while projects of the Bureau are in construction status (1950)* [5]

Purpose.—To provide assistance to public-school districts for the education of dependents of persons employed in the actual construction of Bureau of Reclamation projects or features of projects creating an undue burden for these local school districts.

History and description.—Assistance to school districts bearing an undue financial burden because of Federal reclamation construction activities was provided under Public Law 835, approved June 29, 1948, and Public Law 841 (Interior Department appropriation bill, 1949). The administrative proviso in Public Law 841 authorized payments to school districts, provided the Bureau of Reclamation would charge and collect tuition in the amount of $25 per semester for each dependent of Bureau employees and of contractor employees attending such schools. The requirement for the collection of tuition was contrary in many States to constitutional or statutory provisions of free public schooling. As a consequence, the Bureau during fiscal year 1949 was unable to provide, under this legislation, an appropriate measure of assistance to unduly burdened school districts. The Second Deficiency Appropriation Act, 1949, repealed the administrative provision of Public Law 841 relating to the charge and collection of tuition and placed all school payments under the provisions of Public Law 835. Authority was redelegated to the Commissioner of Reclamation under Order No. 2529, dated August 1, 1949, by the Secretary, and the Commissioner's Order No. 1, dated December 20, 1949, further redelegated to regional directors authority for administration of the act within the rules and regulations established by order No. 2529. Amendment No. 1 to order No. 2529 delegated to the Commissioner, without authority of redelegation, authority for giving assistance to local school districts in cases in which extraordinary circumstances or conditions should be found to indicate that in fairness

[5] This activity is being transferred in 1951 to the responsibility of the U. S. Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

and equity a rate above the average per pupil cost should be paid. Provision was made for assistance under cooperative arrangements to include contributions toward covering the cost of educational services required, for the operation by the school district of Government facilities, or for the expansion of local facilities.

Legal authorization.—Act of June 29, 1948 (62 Stat. 1108; 43 U. S. C., 1946 Edition, supp. II, secs. 385a, 385b).

Obligations, fiscal year 1950.—Administrative, $126,205.64:

(*d*) *Activity: In-service training program for foreign engineers*

Purpose.—The practical training of engineers from foreign countries in the various phases of water resources development carried out by the Bureau of Reclamation.

History and description.—For several years the Bureau of Reclamation has offered opportunities to qualified engineers from other countries for practical training in various phases of reclamation, irrigation, hydropower, flood control, and drainage engineering. This training is offered as part of the Government's foreign technical-assistance program; and is usually of 12 months' duration, including the time spent on field trips. It is intended that upon return to his own country each trainee will assist in carrying out a water-resource-development program there.

At present the Bureau is offering in-service training in dam engineering, canal engineering, hydraulic engineering, structural engineering, laboratory testing, geology, and petrography, construction administration, project planning, irrigation project operation and maintenance, and other subjects. It is expected that this training activity will be considerably augmented under the Point 4 program during the fiscal year 1951.

Legal authorization.—In-service training is offered to engineers from other countries upon request of the Department of State (Public Law 402, 80th Cong., and Public Law 535, 81st Cong.), the Economic Cooperation Administration (Public Law 472, 80th Cong.), and other agencies under applicable foreign technical assistance legislation.

Obligations, fiscal year 1950.—Operating, $1,995 advanced by the Department of State and ECA, $20,460 estimated expenditures by Bureau of Reclamation; administrative, $11,000 advanced by the Department of State and ECA.

(*e*) *Activity: Tuition payments to Boulder City schools for dependents of Federal employees living in or in the immediate vicinity of Boulder City (1950)*[5]

Purpose.—To provide tuition payments for fiscal years 1948 to 1951, inclusive, in the amount of $65 per semester for each Federal employee's dependent attending the Boulder City, Nev., schools (Boulder Canyon project, Arizona-Nevada).

History and description.—Public Law 528, Eightieth Congress, second session, approved May 14, 1948, being an amendment to the Boulder Canyon Project Adjustment Act, approved July 19, 1940, provided that for the fiscal years 1948 to 1951, inclusive, there should be paid to the Boulder City school district from annual appropriations an amount equal to the actual cost of instruction for each school year of dependents of employees of the United States living in or in the im-

[5] This activity is being transferred in 1951 to the responsibility of the U. S. Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

mediate vicinity of Boulder City. The statute further provided that such payment might not exceed the sum of $65 per semester per pupil.

Legal authorization.—Act of May 14, 1948 (62 Stat. 235).

Obligations, fiscal year 1950.—Administrative, $52,219.64.

6. FISH AND WILDLIFE SERVICE

(*a*) *Activity: Educational program, Pribilof Islands, Alaska*

Purpose.—To provide for the formal education of about 550 resident Aleut natives on the special Government reservation embracing the Pribilof Islands.

History and description.—Following the purchase of Alaska from Russia in 1867, fur-sealing rights on the Pribilof Islands were leased to private individuals for a period of 40 years. The lessees were required to maintain a primary school on each of the two inhabited islands for the children of the resident Aleut natives who were employed in the fur-seal industry. Under the act of April 21, 1910, the Federal Government discontinued the leasing of sealing privileges and assumed direct responsibility for the management of the fur-seal herd, the administration of the Pribilof Islands, and the welfare of the native inhabitants.

Since 1914, all resident Aleut natives on the Pribilof Islands between the ages of 6 and 16 have been required to attend school. At present, about 80 students are enrolled in the school on St. Paul Island and 45 are enrolled in the school on St. George Island.

In 1948, an agreement was concluded between the Fish and Wildlife Service and the Territorial Department of Education for Alaska whereby the Territorial agency acts in an advisory capacity for the Service in all matters relating to the education of the Pribilof Islands natives. Under this agreement the school program on the islands is now substantially the same as in other primary schools in the Territory with respect to school curricula, textbooks, teacher qualifications, and the ratio of teachers to students.

Legal authorizations.—Fur Seal Act of February 26, 1944 (16 U. S. C. 631h).

Obligation, fiscal year 1950.—Operating, $24,360; administrative, $2,000. The total for administrative costs is not readily separated from other administrative costs. It is the estimated cost of maintaining school facilities, procurement of supplies, and recruitment of teachers.

(*b*) *Activity: Fishery technological research fellowship program*

Purpose.—To promote basic research studies on fishery products.

History and description.—This program was inaugurated in 1931, with the part-time employment of students in chemistry who were required to prepare a thesis on a practical industrial problem for their bachelor of science degrees. It has been continued since that time in technological laboratories located adjacent to educational institutions, expanding since 1935 to include problems of research suitable for graduate theses leading to master's and doctor's degrees.

Legal authorization.—Wording of the appropriation bill, 1949–50.

Obligations, fiscal year 1950.—Operating, $200; administrative, none. (Fellowships for fiscal year 1950 were financed by the University of Maryland. The only costs to the Government were small amounts for supplies.)

(*c*) *Activity: Training in fishery science and wildlife management under the international exchange-of-persons program*

Purpose.—In-service training of foreign students.

History and description.—This program supersedes one which began in 1942, under the authority of 5 U. S. C. 118e, as a part of the program of the United States Government for scientific and cultural cooperation with other governments to offer an opportunity to qualified students to obtain academic instruction as well as practical field and laboratory training in various branches of fishery science and wildlife management.

The objective is to provide qualified foreign students with the technical competence to enable them to initiate or modify programs of conservation and management of the fisheries and wildlife resources of their countries. These trainees are from the Latin-American countries, and, for the most part, are on leave from official positions.

Legal authorization.—Public Law 402, approved January 27, 1948 (62 Stat. 6; 22 U. S. C. 1431) and point 4, Public Law 535, Eighty-first Congress, approved June 5, 1950.

Obligations (excluding construction).—Operating, $9,500; administrative, $2,750.

(*d*) *Activity: Training, research and technical assistance carried out through cooperative wildlife-research units at colleges and universities*

Purpose.—The purpose of the cooperative unit program is to train personnel for responsible positions in the field of wildlife management; to conduct research basic to the proper utilization of fish and wildlife resources; to promote education in this field through such means as demonstration, lectures, and publications, and to provide technical assistance to State conservation departments and other agencies in their wildlife management problems.

History and description.—The program started in 1935 as a cooperative effort on the part of the Fish and Wildlife Service, the Wildlife Management Institute, and several State conservation departments and State colleges. At the end of the first year of existence the program included 10 units located at the following colleges or universities: Alabama Polytechnic Institute, Iowa State College, University of Maine, University of Missouri, Ohio State University, Oregon State College, Pennsylvania State College, Texas Agricultural and Mechanical College, Utah State Agricultural College, Virginia Polytechnic Institute. At present there are a total of 17 such units in operation. The following have been added to the original 10: University of Alaska, University of Arizona, Colorado Agricultural and Mechanical College, University of Idaho, University of Massachusetts, Montana State University, Oklahoma Agricultural and Mechanical College.

The Nation-wide cooperative wildlife-research unit program was inaugurated to meet the need for trained men in the rapidly growing field of wildlife management and to provide information for the proper use of valuable wildlife resources. While the immediate aim has been to provide technically competent personnel to manage wildlife, it has been recognized that further educational values will follow upon the training of such a professional group. Products of the research-unit program entering professional careers are trained to pass on to the public information about wildlife and how it should be managed. The

units themselves are actively engaged in extension activities of a type which aids interested groups in an understanding of wildlife affairs.

Legal authorization.—Coordination Act—annual appropriation act.

Obligations, fiscal year 1950.—Operating, $111,700; administrative, $19,300.

7. GEOLOGICAL SURVEY

Activity: Field, laboratory, and academic training of foreign graduate geologists and engineers

Purpose.—To provide technical training that will enable the foreign student to carry on productive work in geology, hydraulics, or topographic mapping upon his return to his own country.

History and description.—The United States Geological Survey has participated in the exchange-of-persons program of the Department of State since 1946. The training activities are at present carried out under the international informational- and educational-activities program and the point 4 program.

Technicians from more than 15 countries have been trained in the fields of mineral investigation, ground-water study, surface and underground geologic mapping, and planimetric and topographic mapping with the use of aerial photography. The present activity, which is being expanded under the point 4 program, will tend to disseminate American techniques in the Geological Survey's special fields in the trainees' home countries. Most of the trainees and especially the visiting professors, specialists, and teachers from foreign countries are government officials or persons who hold positions in leading educational institutions in their countries. This places them in a particularly favorable position to pass on to their countrymen the techniques acquired during their stay here and to help bring their investigation methods up to the standards of those in the United States.

Legal authorization.—Public Law 402, Eightieth Congress; Public Law 535, Eighty-first Congress.

Obligations, fiscal year 1950.—Geologic training: Operating, $11,000; administrative, $2,000.[7] Water resources training: Operating and administrative cost, $8,000.[7]

8. NATIONAL PARK SERVICE

(*a*) *Activity: Operation of the Yosemite Field School*

Purpose.—To teach students conservation methods and prepare them for employment as naturalists (permanent and seasonal) in areas administered by the National Park Service.

History and description.—The Yosemite School of Field Natural History was instituted in 1925 by an official of the California Fish and Game Commission in collaboration with National Park Service officials who first organized ranger naturalist work within the National Park Service. In 1949 its name was changed to the Yosemite Field School. Beginning with the eighteenth session, 1948–49, the school shifted its primary interest from the field research in natural history to training in educational methods of natural history interpretation and conservation.

More than 100 Field School graduates have been employed by the National Park Service as park naturalists, ranger naturalists, wildlife

[7] Costs absorbed by regular program funds. This practice is being discontinued.

technicians or museum curators. Others are working with State, county, and municipal park systems. Still others have utilized the instruction received in their work as science teachers, instructors in Audubon nature camps, lecturers, writers, science librarians, natural-history museum secretaries, or nature counselors in summer camps and scounting.

Legal authorization.—Section 1 (e) of act of August 7, 1946 (60 Stat. 885).

Obligations, fiscal year 1950.—Operating, $898; administrative, none.

(*b*) *Activity: Provision of school facilities for children of employees of Yellowstone National Park (1950)* [5]

Purpose.—To provide adequate school facilities to pupils who are dependents of persons engaged in the administration, operation, and maintenance of the park.

History and description.—Prior to September 1948, funds necessary to provide elementary and secondary education for the children of Government employees who lived in Yellowstone National Park were raised by the employees who had children in school. These employees paid most of the operating cost of the elementary school at park headquarters, Mammoth Hot Springs; and paid all expenses relative to sending their children outside of the park to attend high school. Efforts extending over a period of many years to obtain financial support for this school by other than private contributions culminated in the passage of Public Law 604, Eightieth Congress, in June 1948. Provisions of this law made it possible for the Federal Government to provide adequate funds out of park revenues to reimburse the local school board at park headquarters and school boards in surrounding communities on a pro rata per pupil basis for tuition and transportation costs.

Active operation of a program conforming to the provisions of Public Law 604 began with the opening of the 1948–49 school term on September 7, 1948, at which time agreements were negotiated to reimburse the Yellowstone school baord and appropriate adjacent school districts for school and transportation services rendered to grade and high-school pupils enrolled in schools outside of Yellowstone.

Legal authorization.—Public Law 604, Eightieth Congress.

Obligations, fiscal year 1950.—Operating, $15,672.43; administrative, none.

9. OFFICE OF TERRITORIES

(*a*) *Activity: Aid to Alaskan public schools*

Purpose.—To assist in the establishment and maintenance of public schools in Alaska.

History and description.—This program originated prior to the establishment of an organized Territorial government and was financed by Federally imposed occupation or trade licenses in Alaska. By statute, 25 percent of the revenues collected outside the boundaries of incorporated municipalities were earmarked for the support of schools located outside such municipalities. The license taxes from which

[5] This activity is being transferred in 1951 to the responsibility of the U. S. Office of Education under provisions of Public Laws 815 and 874, 81st Cong.

these revenues were derived were repealed by act of Congress approved September 7, 1949, Public Law 300, Eighty-first Congress. The program was terminated at the close of the 1950 fiscal year.

Legal authorization.—48 U. S. C. 41, 168; 31 U. S. C. 725a.

Obligations, fiscal year 1950.—Operating $50,000.

(*b*) *Activity: Training of foreign nationals under the Government's point 4 program*

Purpose.—To provide for training of technicians, primarily from Latin America, in Puerto Rico.

History and description.—Under this program 12 grants of 1 year each were originally approved for training in Puerto Rico in the fields of water resources, aqueduct and sewer installation and maintenance, and tropical medicine. Twenty-six applications were received from 10 Latin-American countries. Funds were allocated for a total of 16 grants by the end of the fiscal year 1950.

Legal authorization.—Public Law 402, Eightieth Congress.

Obligations, fiscal year 1950.—Operating, $49,300; administrative, $2,000.

10. OFFICE OF THE SECRETARY

(*a*) *Activity: Departmental management training program*

Purpose.—To improve management operations in the Department of the Interior by selection and development of junior career personnel for staff and management responsibilities in Washington and in the field service.

History and description.—The first departmental management training program was begun in September 1949 for a small group of trainees who were carefully selected from the junior management assistant register of the Civil Service Commission, and from career employees of the Department who had demonstrated their aptitude for management work and an outstanding capacity for development. The Department's second program was begun in September 1950.

In each program the training was of 9 months' duration. It has included 3 weeks of conferences at the beginning of the program on the broad policies and administrative management methods of the Department; a meeting once each week thereafter for group discussion; counseling by the supervisory training officer; academic work at one of the local universities under tuition-free scholarship arrangements; written progress reports and other written assignments by the trainees; and diversified training assignments under competent supervision on productive work contributing to the management of the Department, scheduled in accordance with the Department's needs and each trainee's qualifications and training requirements.

This training program combines practical experience in management with broad studies of public administration and an intensive study of the natural resources and administrative management problems of the Department of the Interior. It is a guided experience of immediate value through the productive work of the trainees and of long-run significance in preparing them for broader responsibilities.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1950.—The operating and administration costs of the training cannot be clearly indicated since the training

program is geared closely to the regular productive work of the Department. The trainees are off the job chiefly for the 3 weeks of orientation and 2 hours a week thereafter for group conferences and counseling. It is estimated that $8,000 would include the salaries paid to the trainees for this time. The direct administrative expenses of the program consist chiefly of the salary of the supervisory training officer which was $7,600 for the fiscal year 1950.

(*b*) *Activity: The supervisors' forum*

Purpose.—To improve management in the Department by developing the supervisory competence of its present and potential supervisors.

History and description.—The supervisors' forum was first organized in 1940. It has been held twice a year since that time. Each group has consisted of 20 administrative and professional employees, in grades ranging upward from GS–7. The groups were selected from candidates nominated by each of the bureaus of the Department. Approximately 375 employees have successfully completed the work of the supervisors' forum. The training consists of a series of 20 weekly meetings which last 1½ hours each. The conference method is used in discussing the operating needs of the Department and the problems that supervisors meet in their everyday work. The effort is made to have a free exchange of experience. The meetings are chaired by members of the group in rotation to give them practice in conference leadership. Guest experts usually chosen from the Department's staff for their particular knowledge of supervisory topics assist in the training.

Legal authorization.—This program is conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1950.—The direct administrative expense of the supervisors' forum is estimated to be $3,637. This is a prorated share of the salary of the training officer in charge.

(*c*) *Activity: Verbatim reporting class*

Purpose.—To meet the need for stenographers who are able to do conference reporting.

History and description.—This course was given in 1950 to a small group of stenographers who were able to write shorthand at a minimum of 120 words a minute prior to entering the course. The objective of the training was to increase that speed to 175 words a minute or over. The group was chosen from the several bureaus of the Department. They met for an hour of instruction three times a week for 16 weeks.

Legal authorization.—This program was conducted under general authorization and through use of regular appropriations.

Obligations, fiscal year 1950.—It is estimated that the direct administrative expense of operating the class was $485.

I. Department of Agriculture

1. SUMMARY

The general purpose of the Department of Agriculture, as defined by law, is—

> to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of that word.

The 27 educational programs conducted by the Department subserve its statutory purpose and principally consist of: (1) economic and scientific research for the advancement of agricultural knowledge, pursued cooperatively with the agricultural experiment stations of land-grant colleges and universities; (2) the dissemination of useful information on agriculture and home economics, developed from research, to farm families and others concerned with agricultural enterprises; (3) training of farmers and their families, students of agricultural science, employees of agricultural agencies and certain foreign nationals in matters relating to agriculture, and (4) the national school-lunch program.

Research programs in agricultural economics, plant and animal physiology, entomology, human nutrition, chemistry, and other sciences related to agriculture are conducted by the Agricultural Research Administration, the Bureau of Agricultural Economics, the Bureau of Agricultural and Industrial Chemistry, the Bureau of Entomology and Plant Quarantine, the Bureau of Human Nutrition and Home Economics, the Farm Credit Administration, the Forest Service, the Office of Experiment Stations, the Production and Marketing Administration, and the Soil Conservation Service. These programs are carried on with the cooperation of land-grant colleges or other educational institutions, or by educational institutions under contract with the Department. The legislation authorizing these programs provides that the supporting Federal grants are available only for the research and dissemination of results thereof. Considerable effort is made by the Department to see that the funds are not used for teaching in the institutions concerned, or for other direct educational purposes not authorized by law.

The dissemination of information relating to agricultural techniques, marketing, utilization of land or agricultural products, and so forth, is carried on particularly by the Extension Service, and also by the Farm Credit Administration, the Forest Service, the Office of Experiment Stations, the Production and Marketing Administration, the Rural Electrification Administration, the Soil Conservation Service and other bureaus. Training activities, including consultative and demonstration services, are carried out principally by the Extension Service, the Graduate School, the Office of Foreign Agricultural Relations, the Office of Personnel, the Production and Marketing Administration, the Rural Electrification Service and the Soil Conservation Service. The national school-lunch program is administered by the Production and Marketing Administration. The National School Lunch Act provides that—

> In carrying out the provisions of this Act, neither the Secretary nor the State shall impose any requirements with respect to teaching personnel, curriculum, instruction, methods of instruction, and materials of instruction in any school.

The Agricultural Research Administration conducts four plant- and animal-research programs: (1) To develop information on breeding, disease and parasite control, feeding, management, and product technology of all livestock except cattle; (2) to develop improved output and varieties of farm crops through soil management, fertilizers, irrigation, and application of engineering principles to agricultural production at 200 field locations over the United States; (3) to improve breeding, feeding, and management of dairy cattle and develop the manufacture of foreign-type cheeses, especially in the Southeast; and (4) to correlate United States grades of hay with nutritive values through studies conducted in Tennessee and Montana. These programs are carried on in cooperation with land-grant colleges and other educational institutions.

The Bureau of Agricultural Economics is the chief economic fact-finding agency of the Department of Agriculture. Its economic investigations and analyses cover farm organization and operation, farm prices and income, farm costs and returns, farm finance, land utilization, crop and livestock statistics (including acreages, yields, values, and grades), trends in supply and demand for farm products, marketing statistics, farm population statistics, and farm labor problems. In 1948 the Bureau was empowered to conduct additional research in the marketing of farm products, including cost and margin studies, consumer preference surveys, and the development of stock and commodity reports on a number of agricultural products not already covered. The economic and statistical services are carried forward in cooperation with agricultural experiment stations of the land-grant colleges and other State agencies and educational institutions.

The Bureau of Agricultural and Industrial Chemistry carries on a program of basic research on problems connected with the utilization of agricultural commodities as food, feed, drugs, and industrial products, in cooperation with and also through research contracts with land-grant colleges and other State institutions. Information on research is exchanged between the Bureau and agricultural experiment stations at annual meetings held in the four main agricultural regions of the country.

The Bureau of Entomology and Plant Quarantine is conducting three investigations in cooperation with land-grant colleges: (1) a study of bee culture designed to promote bee raising as a profitable enterprise and insure the availability of bees for the pollination of important crops; (2) surveys directed toward more effective biological control of insect pests and weeds destructive to food, feed, and fiber crops, including the importation and release of natural insect enemies from foreign countries; (3) development of methods for the prevention of insect contamination of processed food, especially corn and corn products, in southeastern United States.

The Bureau of Human Nutrition and Home Economics, in cooperation with colleges and universities, carries on research in human nutrition and home economics to determine the relative utility of agricultural products for food, clothing and other uses; to suggest methods of more effective utilization; to coordinate nutrition services of various Federal and State agencies. It also conducts economic studies of housing and household management to improve the rural home.

The Extension Service, operating through the land-grant colleges, county agricultural agents, home demonstration agents and 4-H Clubs, distributes scientific information on subjects related to agriculture and home economics, and serves as an educational force in rural communities to improve the efficiency and output, health, and welfare of rural families.

The Farm Credit Administration, in cooperation with the agricultural experiment stations of the land-grant colleges, carries on research in methods of marketing certain agricultural products, particularly grains, eggs, butter, and citrus fruits.

The Forest Service, in cooperation with land-grant colleges and their experiment stations and State conservation commissions, conducts investigations in the management of farm woodlots and the utilization of low-grade hardwoods. It also contributes to the common-school funds of Arizona and New Mexico a certain portion of the gross proceeds of the national forests in those areas.

The Graduate School of the Department of Agriculture functions as an educational service agency dealing with training and adult educational programs, and cooperative undertakings with land-grant colleges and other institutions. It also conducts a school of graduate study with a resident-course program and a correspondence study program.

The Office of Experiment Stations provides for the payments to States for research programs to be carried out by the land-grant college experiment stations in all phases of agricultural science and home economics, and the dissemination of the results thereof.

The Office of Foreign Agricultural Relations mobilizes and coordinates the agricultural-training resources of the Department of Agriculture and the land-grant colleges for the training needs of foreign nationals visiting the United States to observe and study methods of agricultural research, teaching, production and marketing, under the exchange-of persons, ECA, point 4, and other international programs. The Office of Personnel provides orientation and training programs for employees of the Department.

The Production and Marketing Administration carries on four educational activities: (1) instruction of farmers in preparing tobacco for market; (2) a demonstration program to promote understanding of official grades and standards for agricultural commodities and the value of their use; (3) marketing research accomplished through contract with land-grant colleges; and (4) the administration of the national school-lunch program, designed to improve the health of the Nation's school children and at the same time to broaden the market for agricultural commodities. This project provides a midday meal to the students of participating schools.

In States not conducting extension programs in rural electrification the Rural Electrification Administration, through the State extension services, instructs REA subscribers in the best methods of utilizing electric power.

The Soil Conservation Service, with the cooperation of State extension services and conservation agencies, carries out an educational program in soil- and water-conservation procedures, balanced agriculture and methods for the prevention of floods and sedimentation. In cooperation with land-grant colleges and their experiment stations, it investigates the character, causes and extent of soil erosion

and water loss, in relation to geographic and climatic factors, for the purpose of developing improved methods of conservation.

According to estimates made within the Department of Agriculture, Federal outlays for the activities of the Department here reported for the fiscal year 1950 amounted to $44,176,057 in grants for extension work and agricultural experiment station research; $118,143,838 in cash payments and commodities distributed to schools under the national school-lunch program and program for the utilization of surplus agricultural commodities in connection with the school-lunch program; and $14,763,701 for all other outlays including the cost of administering these programs. Total obligations for these activities amounted to $177,083,596.

2. AGRICULTURAL RESEARCH ADMINISTRATION

(*a*) *Activity: Cooperative animal research operating through the agricultural experiment stations of the land-grant colleges and veterinary institutions*

Purpose.—To develop information on the diseases and parasites of all livestock and on the breeding, feeding, physiology, management, and product technology of all livestock except dairy cattle, for use by organizations, farmers, ranchers, and others.

History and description.—Basic authority for this work is contained in the act of May 15, 1862, establishing the Department of Agriculture, which provided for agricultural research in the most comprehensive sense, and the act of May 29, 1884, creating the Bureau of Animal Industry. The duties of the chief, as set forth in the latter act, are to investigate and report on the condition of domestic animals and on their protection and use; to inquire into and report as to the causes of communicable diseases among them and the means of prevention and cure; and to collect such information on these subjects as may be valuable to agricultural and commercial interests of the country.

The basic purpose of livestock research is to develop new information which will lead to better control of diseases and parasites, more efficient breeding stock that yield products of better quality, improved rations that make most efficient utilization of available feeds, improved management practices and better methods for preserving the quality of animal products until they reach the consumer.

This research is basic to livestock-improvement programs, the extension service and teaching, because it furnishes the new facts used by these programs. Some of the research projects are conducted by specialists who have no other duties. Others are carried on by leaders who spend only a portion of their time on technical research and are also engaged in teaching and extension work. Many of the personnel engaged on projects cooperative with the State experiment stations are in the latter category. Some of the cooperative agents employed on such research are graduate students in the State agricultural college. They gain valuable research experience from such projects and may later be available for full-time research work in the program. It is important to note, however, that in such cooperative relationships the major interest of the Bureau is to get a research job done and not to educate a student.

Legal authorization.—5 U. S. C. 511–512, establishing the Department of Agriculture; 5 U. S. C. 563–564; 7 U. S. C. 391, establishing the Bureau of Animal Industry; 7 U. S. C. 427–427j; Department of Agriculture appropriation acts.

Obligations, fiscal year 1950.—Operating $475,585; administrative $34,450.

(*b*) *Activity: Plant, soil, and agricultural engineering research conducted in cooperation with the agricultural experiment stations of land-grant colleges*

Purpose.—Cooperative research on (1) the improvement and more efficient production of farm crops, fruits, vegetables and other plants including the development of methods for controlling plant diseases; (2) soil management, irrigation, and fertilizers; and (3) the application of engineering principles to agriculture—to develop improved varieties and information for use by farmers and other individuals and organizations.

History and description.—The Bureau of Plant Industry was established in the Department of Agriculture by act of March 2, 1901. Some of the work of its constituent divisions had its origin prior to the establishment of the Department of Agriculture in 1862. As early as 1839 an appropriation of $1,000 was made to the Commissioner of Patents for collecting foreign seeds and plants and distributing them to farmers. Along with added duties and transfers of functions over the years, the Bureau's name was changed to the present title in 1943.

The objective of the research program is to increase efficiency and reduce costs of crop production and insure (1) ample supplies of high-quality food and feed crops for an increasing population, and (2) supplies of fibers and other raw materials produced on farms in the kinds, quantities, and qualities needed by industry.

The research consists primarily of field, laboratory, and greenhouse experiments conducted usually in cooperation with the agricultural experiment stations of land-grant colleges, and in cooperation with industry. Because of the diversity of crops and the wide range of soil and climatic conditions, it is necessary to conduct the work at about 200 field locations in the United States, many of which are connected with land-grant colleges. Headquarters for the Bureau is at Plant Industry Station, Beltsville, Md.

Legal authorization.—5 U. S. C. 511–512, establishing the Department of Agriculture; 5 U. S. C. 524, establishing the Bureau; 5 U. S. C. 563–564; 7 U. S. C. 427–427j, 1621–1629, and the annual appropriation acts.

Obligations, fiscal year 1950.—Operating, $4,810,000; administrative, $417,000.

(*c*) *Activity: Research in cooperation with the agricultural experiment stations of the land-grant colleges in dairy-cattle breeding, feeding, management, and nutrition, the physiology factors of reproduction, values of forage, and the manufacture of foreign-type cheese; and the conduct in cooperation with the State extension services of a national dairy herd-improvement program*

Purpose.—To develop improvements in the breeding, feeding, and management of dairy cattle and in the manufacture of foreign-type cheese.

History and description.—The Bureau's program of cooperation with agricultural experiment stations of the land-grant colleges began in the fiscal year 1928 with the South Carolina experiment station, the project being to conduct investigations and demonstrations of dairy-cattle breeding, feeding, and management problems peculiar to the sand-hill region of the Southeast. By 1948 cooperative work was being conducted in six States. The program was stimulated by the provision of funds under the Research and Marketing Act in the fiscal year 1948, and subsequently has been extended so that cooperation with 18 experiment stations now exists.

Cooperative research with a view to developing high-producing cattle adapted to specific regions was initiated in 1948, as was research on nutritional values of forage crops. Research on brick cheese was started in 1949, the initial work being directed toward a determination of the identity, functions, and effects of microorganisms involved in the making and ripening of this type cheese. Work on Italian-type cheese was begun in 1950, and so far has been devoted mainly to a demonstration that acceptable cheese can be made by using rennet extracts instead of rennet pastes.

Cooperation with State extension services in the conduct of a dairy-herd-improvement program was initiated in 1910, but was confined to a limited number of States. With the enactment of the Smith-Lever Act of 1914, however, the program rapidly developed and is now conducted in cooperation with all 48 States. Under this program continuous application of research results to farmers' herds is tested by analyzing production data of individual animals and families of animals in dairy-herd-improvement associations. This is done cooperatively with State extension dairymen who work with 40,000 farmers enrolled in 1,973 associations, which provide production and other data on about 1 million cows annually. Analytical data are returned to the State extension services, which in turn make them available to dairymen so they may have the information needed for improving their herds.

Legal authorization.—7 U. S. C. 401–404; 7 U. S. C. 427.

Obligation, fiscal year 1950.—Operating $530,000.

(*d*) *Activity: Study of the correlation of United States grades of hay with nutritive values for various classes of livestock, in cooperation with agricultural experiment station of two land-grant colleges*

Purpose.—To establish a relationship between official hay standards and the value for milk production of various grades of hay when fed to dairy cattle.

History and description.—Cooperative work with the Montana and Tennessee Agricultural Experiment Stations was begun in 1947 for the purpose of establishing the relationship between the feeding value and the various United States grades of different kinds of hay. Existing hay grades are based on appearance and physical characteristics of the hay and established grades may not be representative of the feeding values of the hay.

Legal authorization.—7 U. S. C. 1621–1629.

Obligations, fiscal year 1950.—Operating, $7,700.

3. BUREAU OF AGRICULTURAL ECONOMICS

(*a*) *Activity: Economic research and statistical service in cooperation with the agricultural experiment stations of the land-grant colleges and other State agencies and educational institutions*

Purpose.—Development of information on agricultural economics and crop and livestock statistics for use by agencies and individuals requiring such data.

History and description.—The Organic Act of 1862 provided as part of the duties of the Department of Agriculture—

> to acquire and diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of that word * * *

and specifically for the "collection of statistics." The issuance of regular crop reports was begun in 1866 and has continued ever since, the scope and coverage being increased from time to time by Congress.

As now constituted, the Bureau of Agricultural Economics is the chief economic research and statistical agency of the Department of Agriculture.

Two subappropriations provide for work as follows: (1) Economic investigations—provision is made for economic research and statistical analyses covering organization and operation of farms; costs and returns from farming; farm finance; land utilization; farm prices and income; trends in supply and demand for farm products; farm marketings and marketing costs; and population and labor problems. Related statistical series are kept current. (2) Crop and livestock estimates—extensive statistical and economic data relating to food and agriculture are gathered, analyzed and published, including acreages, yields, and grades; staples of cotton; stocks and values of farm crops; numbers, grades, and value of livestock and livestock products on farms; and such related data as prices received and prices paid by farmers. These data are used for the releases of the Crop Reporting Board and other purposes.

Legal authorization.—5 U. S. C. 511–512; 7 U. S. C. 411, 411a, 411b, 475–476.

Obligations, fiscal year 1950.—Operating, $992,000; administrative, $50,000.

(*b*) *Activity: Marketing research and service (under title II of the Research and Marketing Act of 1946) in cooperation with the agricultural experiment stations of the land-grant colleges and other State agencies and educational institutions*

Purpose.—To conduct additional economic research and service work on the problems of marketing farm products, to develop information for use by agencies and individuals requiring this type of data.

History and description.—Funds were first made available under this act in the fiscal year 1948. The appropriation has provided for expansion of work on marketing problems by making new researches into fields not yet explored and into new phases of work on which the basis has been laid on regular funds. New basic data have been gathered and information released on numbers of broilers processed and shipped; methods of estimating number of cattle on feed; development of stocks and commodity reports on a number of products; consumer preference surveys and new data on prices and food con-

sumption. A large number of cost and margins studies have been conducted, as well as other research on marketing.

Legal authorization.—7 U. S. C. 1621–1629.

Obligations, fiscal year 1950.—Operating, $385,000; administrative, $8,000.

4. BUREAU OF AGRICULTURAL AND INDUSTRIAL CHEMISTRY

(*a*) *Activity: Research in the field of chemistry and related physical sciences on problems related to the utilization as food, feeds, drugs, and industrial products of agricultural commodities, residues, and byproducts, conducted by agricultural experiment stations of the land-grant colleges, and other State institutions or universities under contract with the United States Department of Agriculture*

Purpose.—The furtherance and expediting of the Bureau's research program through the negotiation of research contracts with particularly well-qualified institutions.

History and description.—Beginning in the fiscal year 1948 the Bureau has engaged in the development and negotiation of research contracts under the authority of the Research and Marketing Act of 1946. Under this act the Bureau determines what phases of its research can be performed more effectively, more rapidly, or at less cost by contracting with an outside agency. A survey is made of the prospective contractors, both public and private agencies, to determine the best qualified organization. Negotiations are then opened with the prospective contractor to determine an equitable price for the work desired. During the fiscal year 1950 the Bureau entered into 22 research contracts, 10 of which involved State agricultural experiment stations, other State institutions, or universities.

These contract research activities contemplate the use of contracts for purposes ranging from the evaluation on a semi commercial or commercial scale of products and processes developed by the Bureau to the solving of problems of basic research in which the whole general area is of such magnitude or the need for the answer so pressing that the program cannot be handled entirely within the Bureau.

Legal authorization.—Department of Agriculture appropriation acts; section 10 (a) of the Research and Marketing Act of 1946 (7 U. S. C. 427i (a)).

Obligations, fiscal year 1950.—Operating $194,249; administrative costs are included in general operating expense.

(*b*) *Activity: Research in the field of chemistry and related physical sciences on problems related to the utilization as food, feeds, drugs, and industrial products of agricultural commodities, residues, and byproducts, carried out in cooperation with the agricultural experiment stations of land-grant colleges*

Purpose.—To make available through research information on better utilization of agricultural commodities, residues, and byproducts.

History and description.—The Bureau of Agricultural and Industrial Chemistry and its predecessor bureaus have for many years entered into cooperative agreements and memoranda of understanding with the agricultural experiment stations covering research problems of

mutual interest. Information on research is exchanged between agricultural experiment stations and the Bureau at annual meetings held in the four major agricultural regions of the country corresponding to the four regional laboratories of the Bureau and through appointment without compensation of members of the staffs of agricultural experiment stations as Bureau collaborators on specific commodities. When it appears that one of the Bureau's problems is related to the known activities of an experiment station in a particular State and there is an indication of mutual interest, a cooperative arrangement is made. Under such agreements the special skills, knowledge, and facilities of the State institution become available to the Bureau on a cooperative basis, without the exchange of funds.

Legal authorization.—Section 202 (a) to 202 (c), inclusive, of the Agricultural Adjustment Act of 1938 (7 U. S. C. 1292); act of May 15, 1862 (5 U. S. C. 511, 512); section 10 (a) of the Research and Marketing Act of 1946 (7 U. S. C. 427i (a)); Department of Agriculture appropriation acts.

Obligations, fiscal year 1950.—Operating, $116,100; administrative costs are included in general operating expense.

5. BUREAU OF ENTOMOLOGY AND PLANT QUARANTINE

(*a*) *Activity: Bee culture investigations, carried out in cooperation with the agricultural experiment stations of land-grant colleges, State agricultural colleges, and other agencies*

Purpose.—The promotion of bee culture as a profitable industry, and insurance of the availability of bees for the pollination of important crops dependent upon insects for pollination.

History and description.—Beginning at Laramie, Wyo., in 1924, field laboratories for this work have been established in connection with State agricultural colleges. The cooperating institutions generally furnish quarters and some of the equipment for the investigations, also consultation services in closely related scientific fields. In turn, students of the colleges have available to them the expert advice of personnel of the Bureau of Entomology and Plant Quarantine. In some cases the Bureau personnel assist in classroom instruction in the cooperating colleges, when such activities do not interfere with official duties of the Federal employees.

Legal authorization.—The act establishing the United States Department of Agriculture (5 U. S. C. 511–512); the Department of Agriculture Organic Act of 1944 (7 U. S. C. 147–A). Annual appropriation act providing funds for the activities of the Bureau.

Obligations, fiscal year 1950.—Operating $134,000; administrative $7,000.

(*b*) *Activity: Research in biological control of insect pests and weeds, including surveys carried out in cooperation with the agricultural experiment stations of land-grant colleges and other agencies*

Purpose.—To develop more effective and economical methods for the control of insects affecting food, feed, and fiber crops with a view to increasing yield and improving quality for use by the Bureau in its control programs, and by farmers and other individuals and organizations; and to obtain from foreign countries, rear, and release in the United States natural enemies of insect pests and weeds.

History and description.—Investigations of destructive insect pests have been carried on since the early days of the Department. This program deals with the biology and control of the various pests affecting food, feed, and fiber crops in the areas involved. One of the programs initiated in California in 1946 deals with the biological control of Klamath and other weeds. Insect enemies are imported from Australia and Europe and colonized in the infested areas of California and adjoining States. Another program initiated in Hawaii in 1948 deals with the importations of fruitfly parasites from many foreign countries. The cooperative arrangements with the agricultural experiment stations of the land-grant colleges and other State agencies, which apply to most programs being conducted, vary a great deal, either the Bureau of Entomology and Plant Quarantine or the cooperating agency making the major contribution. In some cases quarters, professional personnel, field expenses, and experimental plots are furnished by the cooperating agency.

Legal authorization.—The act establishing the United States Department of Agriculture (5 U. S. C. 511–512); the Department of Agriculture Organic Act of 1944 (7 U. S. C. 147a, 148–148e); the Research and Marketing Act of 1946 (7 U. S. C. 427, 427h–427j), 1621–1629; annual appropriation acts providing funds for the activities of the Bureau, and other pertinent legislation.

Obligations, fiscal year 1950.—Operating, $1,027,623; administrative, $55,126.

(c) *Activity: Research in methods of preventing insect contamination of processed foods, and the development of methods of protecting stored corn and corn products from insects in the Southeastern States, carried out in cooperation with the agricultural experiment stations of land-grant colleges*

Purpose.—To devise methods of eliminating insects or insect fragments or debris from processed fruits and vegetables and to obtain information concerning practical methods of protecting stored corn and corn products from insect infestation, for use by farmers, processors, and other individuals and organizations.

History and description.—Although preliminary research on the problem of insect contamination of vegetables and fruits was conducted sporadically for many years by entomologists of the Department of Agriculture, the project dealing specifically with this work was not started until 1949. Cooperative work with the agricultural experiment stations of the land-grant colleges currently being reported was inaugurated on the following dates: Maryland, 1949; Colorado (informal), 1949. In most cases the Bureau of Entomology and Plant Quarantine makes the major contribution.

The problem of insects in stored corn and corn products in the Southeastern States had been determined to be a very serious one under the favorable conditions for insect activity prevalent in that locality. At the time of activation of this project in 1947, comparatively little work had been done on the problem. The solution of the problem involves the control of insects that infest stored corn before it leaves the farm as well as while it is in transit, in storage, and in processing mills. Investigations are in progress to solve this problem by the use of insecticides and development of resistant varieties in the field, and use of residual sprays, space sprays, dusts

and fumigants in mills, warehouses, and other storage facilities, and in transportation equipment.

Legal authorization.—Research and Marketing Act of 1946 (7 U. S. C. 427, 427j, 1621–1629).

Obligations, fiscal year 1950.—Operating, $23,950; administrative, $1,350.

6. BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS

Activity: Research in human nutrition and home economics in cooperation with colleges and universities

Purpose.—To develop information for use by farmers, homemakers, and others through research on the relative utility and economy of agricultural products for food, clothing, and other uses in the home, with special suggestions of plans and methods for the more effective utilization of such products for these purposes; and to coordinate nutrition services made available by Federal, State, and other agencies.

History and description.—The Bureau of Home Economics was established on July 1, 1923, to assist the Department "to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture, in the most general and comprehensive sense of that word." It absorbed the Office of Home Economics, in existence from 1915 to 1923, and the function exercised from 1894 to 1915 by the Office of Experiment Stations, to conduct investigations on "the nutritive value of various articles and commodities used for human food with special suggestion of full, wholesome, and edible rations less wasteful and more economical than those in common use." The Bureau also continued the development of subject matter to be carried to rural families by extension agents under the Smith-Lever Act of 1914. In February 1943 the name of the Bureau was changed to Bureau of Human Nutrition and Home Economics and to it was transferred the protein and nutrition research of the Bureau of Agricultural and Industrial Chemistry, another one of the six research Bureaus comprising the Agricultural Research Administration. Under the Research and Marketing Act of 1946, contract research was authorized, and the amount and scope of cooperative research greatly facilitated through increased funds available simultaneously to State and Federal groups.

The Bureau conducts research on problems relating to food, clothing, shelter, and the other goods and services used in family living, including questions as to what people need and want; what different products contribute to satisfy these needs; how current consumption or utilization compares with standards that would represent improved health and well-being, and factors influencing consumption such as income, price, household composition and consumer information. The research is carried on through laboratory and field studies in cooperation, wherever possible, with other bureaus of the Department, other Federal agencies, and with State research agencies, particularly agricultural experiment stations of the land-grant colleges.

Legal authorization.—5 U. S. C. 511–512, establishing the Department of Agriculture; Research and Marketing Act of 1946 (7 U. S. C. 427–427j, 1621–1629); and Department of Agriculture appropriation acts.

Obligations, fiscal year 1950.—Operating, $273,414; administrative, $8,180.

7. EXTENSION SERVICE

Activity: Cooperative agricultural extension service, operating through the land-grant colleges

Purpose.—Dissemination of scientific information on agriculture and home economics, and instruction of farmers in improved methods of agriculture.

History and description.—The Smith-Lever Act of 1914 provided for the establishment of Federal-State cooperation in extension work to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the knowledge thus imparted. Most of the factual information on problems of agriculture available at that time related primarily to the basic sicence of production of crops and livestock, and the early emphasis of the extension work was on immediate problems of the farm and home.

While efforts for more efficient farms, better homes, higher incomes and standards of living continue to form the basic core of the extension service today, expanding fields of interest of rural people are broadening the scope of extension teaching and increasing its responsibilities. It is now a Nation-wide system of cooperative extension work which functions as an effective educational force to improve the economic welfare, health, and community life of rural families.

During 1949, operating in over 3,000 counties were 4,792 county agricultural agents and assistants, 3,129 home demonstration agents and assistants, 643 4–H Club agents and 761 Negro extension agents. Total technically trained personnel on county, State, and Federal level numbered about 11,500. Four million six hundred and seventy thousand farm families and two million one hundred and thirty-eight thousand nonfarm families were served. For the fiscal year 1950 non-Federal sources contributed 56 percent of the total funds available for cooperative agricultural extension work.

Legal authorization.—7 U. S. C. 341–343, 386b, 386f, and supplementary acts; 7 U. S. C. 1621–1629.

Obligations, fiscal year 1950.—Operating, $32,139,840; administrative, $1,292,863.

8. FARM CREDIT ADMINISTRATION

Activity: Research in the marketing of agricultural products carried out in cooperation with the agricultural experiment stations of land-grant colleges

Purpose.—To obtain and disseminate information to promote improvements in the marketing of agricultural products.

History and description.—The program was developed through contracts or memoranda of understanding with the several experiment stations authorized by the Research and Marketing Act of 1946. The purposes of the contracts were as follows: (1) With Florida Citrus Experiment Station, Lake Alfred, Fla., to develop suitable equipment for handling citrus fruit in bulk from grove to packing house; (2) with the Agricultural Experiment Station of Iowa State College, Ames, Iowa, to collect data regarding the determination of butter prices in Iowa; (3) with the Agricultural Experiment Station of Ohio State

University, Columbus, Ohio, to cooperatively employ personnel to engage in a determination of methods of reducing egg-handling costs in Ohio; (4) with Washington Agricultural Experiment Station, Pullman, Wash., to determine costs involved in the handling of grain through country elevators.

The work under all these contracts has been completed with the exception of that with Ohio State University which is being conducted on a reduced scale.

Legal authorization.—Research and Marketing Act of 1946 (Public Law 733, 79th Cong.).

Obligations, fiscal year 1950.—Operating, $15,800; administrative, none.

9. FOREST SERVICE

(*a*) *Activity: Farm forestry investigations, carried out at or in cooperation with colleges and universities*

Purpose.—Improvement in the management of farm forestry lands.

History and description.—This activity has been carried on for over a decade. Numerous studies have been completed and the results published. The current program includes research in the Northeast, in Lake States, in the Central States, and in the South. Problems now under study include utilization of low-grade hardwoods, management of farm woodlots; use of farm-grown timber for veneer containers, and factors affecting survival and early growth of woodland plantations.

The individual cooperative projects are agreed upon between representatives of the Forest Service and of the State agency concerned. These agencies include land-grant colleges and their experiment stations, and State conservation commissions. Ordinarily, the Forest Service provides the personnel for carrying out the project, and the State agency provides office space, clerical help, experimental areas, and technical advisory services.

Legal authorization.—Act of May 22, 1928 (16 U. S. C. 581a–i), and act of May 18, 1937 (16 U. S. C. 568b).

Obligations, fiscal year 1950.—Operating, $24,600; administrative, none.

(*b*) *Activity: Payments to school funds of Arizona and New Mexico*

Purpose.—Reimbursement to each of the States of Arizona and New Mexico, as income for common-school funds, of such proportion of the gross proceeds of all the national forests within that State as the area of land granted for school purposes within the national forests bears to the total area of all national forests within that State.

History and description.—These payments are required by the act of June 20, 1910 (36 Stat. 562 and 573), which provides:

> That the grants of Sections two, sixteen, thirty-two and thirty-six to said State, within national forests now existing or proclaimed, shall not vest the title to said section in said State * * * but said granted sections shall be administered as a part of said forests, and at the close of each fiscal year there shall be paid to the Secretary of State, as income for its common-school fund, such proportion of the gross proceeds of all the national forests within said State as the area of lands hereby granted to said State for school purposes which are situated within said forest reserves * * * may bear to the total area of all the national forests within said State * * * the amount necessary for such payments being appropriated and made available annually from any money in the Treasury not otherwise appropriated.

Legal authorization.—Act of June 20, 1910 (36 Stat. 562, 573).

Obligations, fiscal year 1950.—Operating, $60,755; administrative, none.

10. GRADUATE SCHOOL

Activity: Operation of the Graduate School of the Department of Agriculture

Purpose.—Development and administration of educational activities directed toward the increase of usefulness of employees of the Department, and improvement of its services.

History and description.—Following a quarter-century discussion of the need for such an undertaking, the more immediate recommendations of the Congressional Joint Committee on the Reclassification of Salaries, and consultations with presidents of the leading universities, the Graduate School was established in 1921 as one means of improving the service of the Department of Agriculture and increasing the usefulness of employees.

Serving as a means through which the bureaus jointly bring efforts to bear on education problems, the Graduate School has come to have two major roles. In the first it functions as an educational service agency, dealing with programs for trainees and internes, cooperative undertakings and relations with land-grant and other institutions, arranging lecture series, and rendering educational counseling. In the second role the school operates as an educational institution providing course programs at various levels. These comprise chiefly a resident course program in Washington and a small correspondence study program.

Legal authorization.—Act of May 15, 1862 (R. S. 520; 5 U. S. C. 511), the joint resolution of April 12, 1892 (27 Stat. 395), and the Deficiency Appropriation Act of March 3, 1901 (31 Stat. 1039; 20 U. S. C. 91).

Obligations, fiscal year 1950.—None. (Aside from the provision of facilities all activities are financed by fees paid by students of the after-hours formal programs.)

11. OFFICE OF EXPERIMENT STATIONS

Activity: Payments to States for agricultural research, including research on home economics and human nutrition, carried out at the agricultural experiment stations of land-grant colleges

Purpose.—Research in all phases of agricultural science and dissemination of results thereof.

History and description.—The Hatch Act of 1887 established the agricultural experiment stations in the land-grant colleges in order—

> * * * to promote scientific investigation and experiment respecting the principles and applications of agricultural science, * * *.

The Adams Act of 1906, the Purnell Act of 1925, title I, section 5, of the Bankhead-Jones Act of 1935, and title I, section 9, of the Bankhead-Jones Act as revised in 1946 all provide for the expansion of agricultural research at the agricultural experiment stations. Title I of the Bankhead-Jones Act specifies that funds shall be used—

> * * * to conduct and to stimulate research into the laws and principles underlying the basic problems of agriculture in its broadest aspects, * * *.

During the fiscal year 1950 the experiment stations conducted research on 4,200 specific lines of investigation through use of the Federal-grant funds. During the fiscal year 1950, these stations expended nearly $4 of State funds for each dollar of Federal-grant funds made available under the above-mentioned acts.

Legal authorization.—7 U. S. C. 361–363, 365, 366, 368, 369–369a, 370, 371, 373–376, 377–380, 382, 386–386d, 386f, 427–427h, and 427j.

Obligations, fiscal year 1950.—Operating, $12,036,217. The Hatch Act of 1887 is the only one of the Federal-grant acts which may be used for administration. Consequently, varying amounts of these funds ($15,000 to each State and Territory) are used by the stations for this purpose. Since the total used for administration is relatively small and since the figure is not readily obtainable, no effort has been made to separate this administrative expense from operating expense.

12. OFFICE OF FOREIGN AGRICULTURAL RELATIONS

Activity: Departmental training program for foreign nationals

Purpose.—To mobilize and coordinate the agricultural training resources of the Department of Agriculture and the land-grant colleges to meet the training needs of foreign nationals coming to the United States to learn about agricultural research and extension services, farming methods, and methods of teaching agriculture in this country.

History and description.—The present activity of the Department of Agriculture in the training of foreign people in agricultural sciences and practices stems from the Buenos Aires conference of 1936, in which the American Republics agreed to the exchange of information and students. The broad resolution of this conference was incorporated into Public Law 355, Cooperation with the American Republics Act, enacted in 1939.

In the summer of 1942, money was appropriated to the Department of State for awarding training grants to technicians and leaders of the American Republics to study in the various agencies of the Federal Government. The initial program in the Department of Agriculture consisted of training 36 foreign nationals, some of whom were grantees of the Office of Coordinator of Inter-American Affairs. The non-program visits of foreign technicians to the Department were not incorporated into a formal activity until 1945. The following year, fiscal 1946, there were 937 contacts made by foreign agriculturists requesting training services from this Department. There were 46 in-service trainees from the American Republics during the same period.

The size of the program increased gradually and, with the advent of Public Law 402, United States Information and Educational Exchange Act of 1948, more persons from other areas of the world were extended the opportunity of receiving training grants for studying agriculture in this country.

In June 1950, Public Law 535, the Act for International Development, was enacted, which gave expression to President Truman's point 4 program set forth in his inaugural speech. The training activities of the Department under this new legislation have increased considerably.

Since 1949 the reeducation activities of the military government for occupied areas in the field of agriculture have brought a great number of foreign persons from those areas to the United States. In addition,

the Economic Cooperation Administration has by agreement assigned to the Department agriculturists from the Marshall plan countries sent to the United States under its technical assistance program.

Legal authorization.—Memoranda of agreement among the Department of Agriculture and the Department of State, the Department of the Army and the Economic Cooperation Administration, based upon laws cited in the preceding history and description.

Obligations, fiscal year 1950.—Operating, $256,311; administrative, $73,234.

13. OFFICE OF PERSONNEL

Activity: Orientation and training of employees

Purpose.—To obtain the highest and most efficient production possible from the employees of the Department.

History and description.—For many years the Department has recognized that proper orientation of employees to their jobs and adequate training and instruction in their duties is important in attaining maximum program effectiveness. In the Department of Agriculture this activity is a responsibility of the supervisor to be conducted as a regular part of his duties. Management emphasizes the importance of orientation and training by providing the necessary assistance and guidance to those having training responsibilities. Training activities take various forms throughout the Department depending largely on the program or specific situation involved.

Obligations, fiscal year 1950.—In view of the nature of training activities in the Department as a whole and their close relationship in general to other aspects of the work, the obligations for orientation and training are not separately identifiable.

14. PRODUCTION AND MARKETING ADMINISTRATION

(*a*) *Activity: Demonstration and training program carried out under "Tobacco Acts"*

Purpose.—To instruct farmers and agricultural students in the proper preparation of tobacco for market, especially with regard to assembling tobacco of like grade and condition in the same lots.

History and description.—This program started in the late 1930's on a small scale and expanded as the over-all tobacco inspection activities expanded. The demonstration and training program is carried out through (1) actual demonstrations on farms, (2) night meetings with farmers, held at high schools or other similar country points, and (3) school demonstrations carried out in cooperation with teachers of vocational education in rural high schools and agricultural colleges.

Legal authorization.—Tobacco Inspection Act (7 U. S. C. 511c).

Obligations, fiscal year 1950.—Operating and administrative, $57,883.

(*b*) *Activity: Demonstration of grades and standards for agricultural commodities*

Purpose.—To bring about a better understanding of official grades and standards for agricultural commodities and their value, especially the advantage of their use.

History and description.—This activity was begun soon after the Department of Agriculture started the standardization and grading and inspection services during World War I. There has been an expansion of the activity since that time which roughly kept pace with the expansion of standardization and grading to additional farm commodities. The program includes the preparation and distribution of pamphlets, black and white and color charts and demonstrations before interested groups.

Legal authorization.—The act establishing the Department of Agriculture (5 U. S. C. 511).

Obligations, fiscal year 1950.—Operating and administrative, $100,000.

(*c*) *Activity: Marketing research, carried out by the agricultural experiment stations of land-grant colleges*

Purpose.—To develop for use by interested organizations and individuals information concerning more effective means of marketing farm products.

History and description.—This activity was begun in 1946. It includes research on processing and packaging edible peanut products, certain phases of cottonseed processing, and the effectiveness of the different media through which farmers obtain their marketing information and the extent to which present marketing information is serving farmers' needs. The work is carried out by the experiment stations of land-grant colleges under contract with the Production and Marketing Administration.

Legal authorization.—The Research and Marketing Act of 1946.

Obligations, fiscal year 1950.—Operating, $16,000; administrative, none.

(*d*) *Activity: National school-lunch program*

Purpose.—To improve the health and well-being of the Nation's children and broaden the market for agricultural food committees through Federal assistance, in the form of both funds and food, to States and Territories for use in serving nutritious midday meals to children attending schools of high-school grade and under.

History and description.—This activity began in 1935 when surplus foods bought by the Federal Government as an aid to agriculture were distributed to schools for lunches for pupils. In June 1940, the school milk program was introduced in addition to the earlier distribution program. Children could get a half pint of milk for a penny or without charge, the Department of Agriculture and local organizations paying the additional costs. In February 1943 the Department began making cash payments to partially cover the food costs of complete lunches. These payments were made from funds available under section 32 of the Agricultural Adjustment Act of 1938, as amended.

In June 1946, the National School Lunch Act was passed. This act placed the program on a more permanent basis, providing for an annual appropriation specifically for the national school-lunch program. This act placed the responsibility for direct administration of the program on the State departments of education, whereas previously the United States Department of Agriculture had in most instances carried this responsibility. The Department was made responsible for over-all administration, including the approval or

disapproval of States for participation, based on the States' annual plan of operation, and the apportionment of funds (on the basis of a prescribed formula) and food to the States. No basic program changes have been made since June 1946.

Legal authorization.—National School Lunch Act (42 U. S. C. 1751–1760).

Obligations, fiscal year 1950.—Cash assistance, $64,548,418; value of food distributed, $17,402,161; administrative costs, $1,502,343; total $83,452,922. In addition, funds appropriated for the removal of surplus agricultural commodities under section 32 of the act of August 24, 1935, were expended in connection with the national school-lunch program, as follows: Estimated value of commodities distributed to schools, $36,193,259, estimated administrative costs $203,847, total $36,397,106.

15. RURAL ELECTRIFICATION ADMINISTRATION

Activity: Extension rural electrification program

Purpose.—Teaching Rural Electrification Administration subscribers better methods of utilizing electric power.

History and description.—The present program was initiated in 1948. In the States conducting extension programs in rural electrification, the organizations which borrow money from the Rural Electrification Administration and their members are included in the State programs. This program establishes such instruction in other States. A field agricultural engineer of the Rural Electrification Administration is assigned to the State extension service as a rural electrification specialist, and is administratively responsible to the State extension director. He organizes and conducts the State extension program in rural electrification. During 1949 and 1950, such programs were conducted in Florida and Nebraska.

The State extension service bears all expense other than the salary of the Rural Electrification engineer.

Legal authorization.—Rural Electrification Act of 1936.

Obligations, fiscal year 1950.—Operating, $10,000; administrative, none.

16. SOIL CONSERVATION SERVICE

(*a*) *Activity: Educational work in soil and water conservation carried on by staff specialists, most of whom are employed cooperatively with the State extension services*

Purpose.—To secure organized local action on the problem of soil and water conservation through an educational program.

History and description.—The Soil Conservation Service was established by the act of April 27, 1935, as the technical agency of the Department of Agriculture to aid in bringing about physical adjustments in land use that will conserve soil and water resources, establish a permanent and balanced agriculture, and reduce the hazards of floods and sedimentation.

To assist in accomplishing the total conservation job, the Soil Conservation Service and the Agricultural Extension Service have cooperated in carrying out a program of educational activities in soil and water conservation since 1935. The objectives of the program are (1) to develop a national plan of extension education in soil and

water conservation, (2) to develop methods for most effectively bringing to the farmers the facilities of the Soil Conservation Service, (3) to develop cooperation in soil- and water-conservation work between the Extension Service, the Soil Conservation Service, the State agricultural colleges, and other Federal and State agencies, and (4) to seek and use improved methods and cooperative procedures for supplying assistance to legally constituted soil-conservation districts organized under State laws.

Soil-conservation district organization has been so rapid in recent years that there has been a diminishing demand for assistance with organizational and relationship problems. Major emphasis is now being given to the development and carrying out of a national program of education in soil and water conservation. For this reason the Service is now contributing to the joint employment of only 31 of the 44 full-time specialists who are working on this program in 36 States and two Territories. State conservationists in five additional States give part-time assistance to educational work in soil and water conservation.

Legal authorization.—16 U. S. C. 590a–590f.

Obligations, fiscal year 1950.—Operating, $80,000; administrative, $4,000.

(*b*) *Activity: Soil- and water-conservation research in cooperation with agricultural experiment stations of land-grant colleges*

Purpose.—To determine the character, causes, and extent of soil erosion and water loss under varying conditions and to develop, adapt, and improve conservation practices which will adequately protect the land and water resources of the Nation. This information is needed by the Soil Conservation Service, soil-conservation districts, farmers, and other individuals and organizations. Results of this work may ultimately be included in textbooks used in the curricula of educational institutions.

History and description.—Soil-conservation research began at 10 soil-erosion experiment stations which were established pursuant to provisions of the 1930 Agricultural Appropriation Act. These 10 stations were jointly administered by the Bureau of Chemistry and Soils and the Bureau of Agricultural Engineering until the Soil Conservation Service was established in the Department of Agriculture in 1935. At that time, work in the Department of Agriculture which dealt with soil erosion and its control was transferred to the Soil Conservation Service, and the experiment stations were placed under the administration of the research branch in the newly formed Bureau. In 1939 the construction and hydrologic phases of the drainage and irrigation investigations of the Bureau of Agricultural Engineering were transferred to the Soil Conservation Service and made a part of the Research Branch.

The Soil Conservation Service Research Branch provides supervision of a coordinated program of research in all phases of soil and water conservation, including investigations of the principles involved in soil and water conservation and methods of their practical application on the farm; watershed investigations of the effect of land-use practices on runoff as related to the methods of control of erosion and floods; investigations of sedimentation resulting from erosion, of geographic and climatic factors related to erosion; investigations of the economics

of soil and water conservation; farm irrigation and farm drainage investigations. As successful practices are developed, they are incorporated into the regular soil and water conservation programs of the Service.

Agricultural experiment stations of land-grant colleges cooperate in these research studies by furnishing land, laboratories, office facilities, labor and technical collaboration.

Results of research studies which prove feasible for practical adoption will, undoubtedly, be included in conservation courses taught at all educational levels.

Legal authorization.—16 U. S. C. 590a–590f; 7 U. S. C. 427.

Obligations, fiscal year 1950.—Operating, $1,426,483; administrative, $88,846.

J. Department of Commerce

1. SUMMARY

Educational programs directly operated by the Department of Commerce include (a) in-service training of employees, (*b*) in-service training of foreign nationals, and (*c*) the operation of specialized training schools. Other activities of the Department in the field of education, which directly affect regular public educational institutions, are (*a*) the letting of research contracts to universities and colleges, (*b*) the granting of university and college scholarships and fellowships to employees, (*c*) the furnishing of financial aid to State schools, and (*d*) the promotion of education in specialized fields in regular public institutions.

The Civil Aeronautics Administration, the Bureau of Public Roads and the National Bureau of Standards conduct regular in-service training programs for their employees. The Civil Aeronautics Administration operates a training center at Oklahoma City for training maintenance personnel in installation and maintenance of the CAA Instrument Landing System and all CAA radio, radar and communication equipment, and for proficiency training of communicators and pilots. In addition, aviation safety personnel are also trained at the same center in aircraft flight operations, maintenance, regulations and policies. These training programs are designed to achieve standardization in the operation and maintenance of air navigational equipment and the application of air safety and navigation regulations.

The Bureau of Public Roads provides on-the-job training covering a period of 3 years in highway engineering and administration for newly graduated engineers recruited annually from colleges and universities. The purpose of this training is to prepare selected engineers for positions of greater responsibility. In addition, the Bureau of Public Roads trains highway engineers in the techniques of classification, testing, and utilization of soils in the design and construction of highways and the application of aerial surveying and photogrammetry to highway engineering. This training is made available to personnel of the Department of the Army and of State highway departments as well as to the employees of the Bureau of Public Roads. Its purpose is to further the application of modern and advanced techniques in highway engineering.

The National Bureau of Standards conducts a nonprofit Graduate School devoted to courses in the physical sciences. The Graduate

School is primarily operated for employees of the National Bureau of Standards; however, the courses offered outside of regular office hours are open to the public, and the courses given during office hours are open to employees of other technical Government agencies. The purpose of the Graduate School is to provide means for technical personnel to obtain professional advancement and to increase efficiency of technical workers.

In-service training is provided to foreign nationals by nearly all of the Bureaus of the Department of Commerce, i. e., Civil Aeronautics Administration, Bureau of the Census, United States Coast and Geodetic Survey, Office of Business Economics, Bureau of Public Roads, National Bureau of Standards, and the Weather Bureau. Emphasis has been placed on the training of persons from the Latin-American countries and the Republic of the Philippines. The training of Philippine nationals was begun under the Philippine Rehabilitation Act of 1946 and was completed in the fiscal year 1950.

Each of the bureaus trains foreign nationals in one or more of its specialized fields of activity. The CAA trains in the operation of air navigation facilities; airport planning, construction and administration; aviation safety regulations; and aircraft maintenance, inspection and certification; and certification of airmen. The Bureau of the Census provides training in the modern statistical techniques used by the Bureau and in census techniques. The United States Coast and Geodetic Survey trains in the techniques and methods employed in cartographic activities. The Office of Business Economics provides training in the uses and concepts and techniques of research in national income, gross national product and the balance of international payments. The Bureau of Public Roads trains engineers in the theory and practice of highway improvement and utilization in the United States. The National Bureau of Standards provides training and research opportunities in physical sciences. The Weather Bureau trains in the principles and application of modern techniques in the science of meteorology.

The Maritime Administration operates United States merchant marine cadet academies for the training of inexperienced seamen for skilled or officer ratings in the United States merchant fleet and for the preparation of experienced merchant marine seamen and officers to qualify for upgrading of their ratings and ranks. The latter type of education is also provided through correspondence courses. At one of the academies Philippine nationals are being trained to become officers in the Philippine merchant fleet. The Filipino maritime training program will terminate with the graduation of the present group of trainees in 1954.

The Bureau of Public Roads, the National Bureau of Standards and the Weather Bureau let research contracts to universities and colleges to promote basic developmental work in certain scientific or engineering fields. The Bureau of Public Roads, for example, entered into a contract during the fiscal year 1950 with one university to study and investigate highway safety and law enforcement practices, and with another university to make an analysis of stress producing effects of heavy truck types and loadings. The National Bureau of Standards currently engages the cooperation of 10 universities and colleges in basic ionospheric and radio propagation work, and four universities in research and development work allied to

special projects being conducted for the Department of Defense and the Atomic Energy Commission. The Weather Bureau's research contracts provide for a study of thunderstorms, forecasting techniques, the formation of tornadoes and the effect of weather on soil moisture. The investigations conducted under research contracts led by these three bureaus are financed by funds appropriated to them for that purpose. The university or college as a rule provides the facilities and personnel.

The Bureau of Public Roads and the Weather Bureau grant scholarships, under special legislative authority, to regular employees to attend public educational institutions for the purpose of acquiring special knowledge which will better fit the employees for their work. Both bureaus are empowered to detail as many as 10 employees each to educational institutions annually for this purpose.

The Maritime Administration in addition to operating schools for the training of personnel for the United States merchant fleet grants financial aid to State marine training schools. Aid is given to four schools operating in New York, Massachusetts, California, and Maine. Inexperienced young men are trained at these schools to become licensed officers in the United States merchant fleet.

The Civil Aeronautics Administration which is charged with the responsibility of fostering and encouraging the development of aviation has sought to promote aviation education in regular public educational institutions. As one means of achieving this objective the CAA prepares text material intended to introduce aviation education material into high school subjects currently taught. The CAA also endeavors to keep alive interest in programs prerequisite to pilot training and training in other aviation careers.

According to estimates made in the Office of Budget and Management of the Department of Commerce, obligations for the programs herein reported by the bureaus of the Department for the fiscal year 1950 amounted to $8,496,975 for operating and $617,408 for administrative expenses, or a total of $9,114,382.

2. BUREAU OF PUBLIC ROADS

(*a*) *Activity: A course on the theory and practice of highway improvement and utilization in the United States of America, for engineers from foreign countries*

Purpose.—Dissemination of administrative, technical, and scientific knowledge relating to highway practice in the United States to other countries throughout the world.

History and description.—A school for highway engineers and administrators was conceived in 1948 as a means of presenting, at one time during the year, the type of information and training sought by large numbers of highway officials from all parts of the world who were coming to the United States at irregular intervals throughout the year. A planned course of instruction, announced well in advance, brings together at one time all interested engineers and enables the Bureau of Public Roads to present a more nearly complete school than could be arranged for individuals or small groups, and requires less time of specialists of the Bureau.

The first school was held in 1949 and a second school in 1950. Another school is planned for 1951. The school was attended in 1949

by 52 delegates from 18 foreign countries and in 1950 by 55 delegates also from 18 foreign countries.

Legal authorization.—Federal Highway Act of 1921, as amended and supplemented (23 U. S. C., secs. 1–117).

Obligations, fiscal year 1950.—Operating, $2,560; administrative, $9,100.

(*b*) *Activity: Cooperative highway research projects conducted by colleges and universities*

Purpose.—To conduct specific highway research studies and investigations at colleges and universities.

History and description.—Cooperative research agreements with colleges and universities are executed from time to time as conditions justify. Projects active during the fiscal year 1950 were (1) investigation of highway law-enforcement practices and highway safety (Northwestern University); (2) analysis of stresses in reinforced concrete beams as related to design of bridge floor slabs, including measurement of load distribution (University of Illinois); (3) study of the influence of highway systems on urban land use (Columbia University); (4) investigation of behavior of rigid frame structures (Cornell University); (5) analysis of stress producing effects of heavy truck types and loadings (Texas A. and M. College); and (6) study of relationships between highway development and sociological and economic aspects of communities (University of Virginia).

Legal authorization.—Federal Highway Act of 1921, as amended and supplemented (23 U. S. C., secs. 1–117).

Obligations, fiscal year 1950.—Operating, $55,000; administrative, none.

(*c*) *Activity: Detail of employee to pursue course of study at the State University of Iowa*

Purpose.—Acquisition of knowledge which will better the employee for the line of work to which he is assigned.

History and description.—An employee is assigned to pursue graduate study in hydraulics and to work part time on a research project concerning scour around bridge piers and abutments. Upon completion of the study and research assignment, the employee will return to his work in the Hydraulic Research Branch of the Division of Research in the Bureau of Public Roads.

Legal authorization.—Defense Highway Act of 1941 (23 U. S. C., sec. 116).

Obligations, fiscal year 1950.—Operating, $263; administrative; none.

(*d*) *Activity: Junior engineer training program*

Purpose.—To provide practical on-the-job training in the fundamentals of highway engineering and administration to newly graduated engineers recruited annually from colleges and universities in order to maintain the strength of the organization throughout the years.

History and description.—Training of junior engineers has been carried on in the Bureau of Public Roads, with few interruptions, since about 1906. The number of new graduates employed under the training program is presently limited to about 30 men each year, selected from colleges and universities throughout the country through civil service competitive examinations.

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The training course extends over a period of 3 years and includes five major work assignments with correlated study assignments.

During the entire course, periodic reports are submitted by trainees' supervisors covering attitude, performance, progress, and assignments for each trainee. Upon satisfactory completion of the entire course of training, trainees become full-fledged highway engineer employees and are assigned to regular positions in the organizations in accordance with their interests and aptitudes insofar as practicable.

Legal authorization.—Federal Highway Act of 1921, as amended and supplemented (23 U. S. C., secs. 1–117).

Obligations, fiscal year 1950.—Operating, none; administrative, $4,000.

(*e*) *Activity: Training in soils analysis*

Purpose.—To instruct highway engineers in the techniques of classification, testing, and utilization of soils in the design and construction of highways.

History and description.—For several years the Physical Research Laboratory of the Bureau of Public Roads has conducted courses for Bureau engineers in the application of the latest soil mechanics procedures to the solution of soil problems involved in highway design and construction. A course has also been conducted for laboratory technicians selected from enlisted personnel by the Department of the Army for the purpose of training men in the technique of soil testing for use in future assignments in the building of military roads and airfields.

Legal authorization.—Federal Highway Act of 1921, as amended and supplemented (23 U. S. C., secs. 1–117).

Obligations, fiscal year 1950.—Operating, none; administrative, $5,386 (one-half the cost for the fiscal years 1949 and 1950 combined).

(*f*) *Activity: Training in the application of aerial surveying and photogrammetry to highway engineering*

Purpose.—To develop more efficient and effective ways through the use of aerial surveying and photogrammetry of obtaining the right kind and amount of information at the proper time for highway engineering in all its stages.

History and description.—For several years the Bureau of Public Roads has been conducting investigations in aerial surveying and photogrammetry and cooperating with State highway departments in the development of aerial photography and mapping methods for highway purposes. The course originated in 1945 and consists of twenty 1½- to 2-hour lectures and 40 hours of laboratory work and instruction in the application of aerial surveying and photogrammetry.

Legal authorization.—Federal Highway Act of 1921, as amended, and supplemented (23 U. S. C., secs. 1–117).

Obligations, fiscal year 1950.—Operating, $321; administrative, $1,680.

(*g*) *Activity: Training of Philippine highway engineers*

Purpose.—To train Philippine highway and army engineers in American methods, procedures and practices of highway and highway bridge design, construction, maintenance, finance, administration, planning and research.

History and description.—The training of a group of Philippine engineers was begun in 1948 and completed in 1950. Trainees were instructed in all phases of the functions and activities of the Bureau of Public Roads, including trips to Public Roads field offices at various points in the United States and to Federal-aid highway projects best suited for on-the-job training in a specialized field of work.

Legal authorization.—Philippine Rehabilitation Act of 1946 (50 U. S. C. App., sec. 1782).

Obligations, fiscal year 1950.—Operating, $23,016; administrative, none.

3. BUREAU OF THE CENSUS

Activity: Census training programs; operating primarily through conference courses, seminars and laboratory exercises, supplemented by formal courses at colleges or universities

Purpose.—To train census and statistical officers of foreign governments in United States census techniques.

History and description.—Beginning in 1940 statistical agencies of the United States Government undertook cooperative programs under Public Laws 63 and 355 (76th Cong.) and later under Public Law 402 (80th Cong.) for the purpose of assisting the other American Republics in improving their statistical services and the quality of their statistical data. The Bureau of the Census has arranged for the loan of its experts to the statistical offices of the other American Republics and has, at the same time, trained responsible officials of those countries in the modern statistical techniques used by the Bureau of the Census. From June 1947 to June 1950, emphasis was directed to the training in census procedures and statistical techniques in preparation for the 1950 census of the Americas. During this period 143 foreign officials from the 20 American Republics received instruction at the Bureau. In addition, other officials from Europe and Asia attended instruction courses at the Bureau. This is part of the program sponsored by the Interdepartmental Committee on Scientific and Cultural Cooperation, carried out in cooperation with the National Office of Vital Statistics, the Bureau of Labor Statistics, the Bureau of Agricultural Economics and the Office of Business Economics. Training grants are awarded for periods of varying lengths, usually not exceeding 1 year of actual study and experience in the United States.

This program is continuing under Public Law 535 (81st Cong.).

Legal authorization.—Public Laws 63 and 355 (76th Cong.), Public Law 402 (80th Cong.), and Public Law 535 (81st Cong.).

Obligations, fiscal year 1950.—Operating, $33,825; administrative, not available.

4. CIVIL AERONAUTICS ADMINISTRATION

(*a*) *Activity: Aviation safety standardization training*

Purpose.—In-service training to standardize piloting aircraft and engineering maintenance levels.

History and description.—The standardization program for aviation safety personnel was originally initiated at Detroit in 1938. At this time a school was established for standardization of field inspectors in instrument flight procedures. The school was expanded and moved

to Houston, Tex., in 1941, where additional technical training in maintenance techniques was added. In 1946 the Aviation Safety Standardization Center was moved to Oklahoma City and combined with the aeronautical center. Since that time flight and technical training have greatly expanded to include standardization training on many new techniques, procedures, and flight operations policies.

Legal authorization.—Civil Aeronautics Act of 1938, as amended.

Obligations, fiscal year 1950.—Operating, $642,340; administrative, $64,234.

(*b*) *Activity: Federal airways standardization training program*

Purpose.—To provide uniform maintenance and increase ability and proficiency of airways maintenance personnel on all air navigational equipment.

History and description.—A signals training center was established at Fort Worth, Tex. during the Second World War (1942), to train men entering the CAA as radio technicians. At the end of the war the curriculum was revamped for training CAA radio technicians and engineers in installation and maintenance of the CAA instrument-landing system. The branch moved to the aeronautical center at Oklahoma City in 1946. This training has been expanded to include resident courses in all CAA radio, radar, and communication equipment as well as home study courses in preparation for resident schools. It now includes proficiency training of communicators and patrol pilots.

Legal authorization.—Civil Aeronautics Act of 1938, as amended.

Obligations, fiscal year 1950.—Operating $268,308; administrative, $26,831.

(*c*) *Activity: Civil aviation education program*

Purpose.—To stimulate the introduction of aviation education into the curriculum of schools and colleges at all grade levels.

History and description.—The Civil Aeronautics Act of 1938 charges the Administrator to foster and encourage the development of aviation. One method of aviation development is education. Early in 1942, in the interest of both the Nation's security and aviation development, a CAA Division of Aviation Education was activated. It served an educational trend first manifest in 1920 and stimulated in 1939 by the passage of the Civilian Pilot Training Act. In order to provide academic prerequisites to pilot training and training in other aviation vocations, the Aviation Education Division turned its attention to the secondary schools. Two obvious areas of need manifested themselves. One of these related to instructors; the other to instructional materials. Four of the texts completed in 1942 related to the elementary science of aeronautics. Sixteen supplementary publications introduced pertinent aviation education material into high-school subjects currently taught.

Between 1942 and 1944, teacher education in aviation ground school courses was provided for 7,500 teachers. It was assumed that this experience prepared such teachers to offer courses in the elements of aeronautics at the high-school level.

Since 1945 two major tasks have confronted the Aviation Education Division of the CAA. One of these is development of aviation through incorporating aviation materials in ongoing programs of

study at all grade levels. The other is to keep alive interest in programs prerequisite to pilot training and training in other aviation careers necessary to the Nation's military preparedness objective.

These tasks have been performed by working through State departments of education and national education groups. Help has been given to such groups preparing bulletins descriptive of aviation education programs, and toward implementation of the recommendations contained in these bulletins.

Since 1945, approximately 6,000,000 students have been reached through 40,000 teachers oriented in aviation education.

Legal authorization.—Civil Aeronautics Act of 1938, section 301 (49 U. S. C. supp. V, 451), and section 306 (49 U. S. C., supp. V, 456).

Obligations, fiscal year 1950.—Operating, $79,512; administrative, $21,123.

(*d*) *Activity: Exchange-of-Persons program of aviation training*

Purpose.—Cooperation with other countries in aviation training.

History and description.—This training activity originated in the Latin-American countries in the fiscal year 1942 when 484 young men, representing all 20 of the other American Republics, were brought to the United States for aviation training. In the fiscal year 1949 Public Law 402 (United States Information and Educational Exchange Act) made the program world-wide. The emphasis has changed from its original intent to promote closer cooperation between the United States and the other American Republics in providing technical assistance to the respective countries by training selected foreign nationals, and thereby developing civil aviation in the respective countries which in turn will contribute to the economic development of the countries.

Two classes of individuals receive training. At the CAA Aeronautical Center basic classroom and laboratory instruction is provided in the operation of air navigation facilities to persons who have had little experience and desire to qualify as journeymen in this field.

The other class of individuals, civil aviation specialists, includes aviation industry personnel, key employees, and civil aviation officials. Training for aviation industry personnel may include on-the-job experience in airline operations; aircraft and aircraft engine servicing and overhaul; and other activities of the aviation industry. Training for key employees may include observation and study in any of the specialties offered to aviation industry personnel and in addition airport planning and construction, and other aviation specialties of the United States Civil Aeronautics Administration. Training for civil aviation officials may include orientation and observation in either Government or industry in any of the foregoing specialties of civil aviation, or in the field of Government-industry or inter-Government relationships.

In the fiscal year 1949, 48 training grants were awarded, and 51 (including 3 extensions) were awarded in the fiscal year 1950.

Legal authorization.—Fiscal year 1949, Cooperation with American Republics; fiscal year 1950, United States Information and Educational Exchange Act of 1948, Public Law 402, Eightieth Congress.

Obligations, fiscal year 1950.—Operating, $84,476; administrative, $27,656.

(*e*) *Activity: Philippine rehabilitation program in aviation education*

Purpose.—To provide technical training in air traffic control, airways communications, and maintenance of air navigation facilities to citizens of the Republic of Philippines.

History and description.—The Civil Aeronautics Administration has participated in the program of the United States Government to rehabilitate the Philippines. In this program, Philippine nationals were selected by competitive examinations and brought to the United States to study air traffic control, communications and maintenance of air navigation facilities. The members of the first three groups trained did not have previous experience in the field of work in which they were to receive instruction. These groups, each of which consisted of from 46 to 50 trainees, were trained respectively in 1947, 1948, and 1949.

A fourth group was trained in the fiscal year 1950. This group was made up of 39 officials of the Philippine CAA who were brought to the United States for a period of about 14 weeks' advanced training, study and observation in their respective fields of specialization.

Legal authorization.—Philippine Rehabilitation Act of 1946.

Obligations, fiscal year 1950.—Operating, $98,205; administrative, $40,932.

5. MARITIME ADMINISTRATION

(*a*) *Activity: United States Merchant Marine Cadet Corps cadet-midshipmen training*

Purpose.—Training of inexperienced young men to become licensed officers in the United States merchant marine fleet.

History and description.—The United States Merchant Marine Cadet Corps program had its full inception in 1942, although sporadic cadet training had been offered at scattered locations since 1938, with the following facilities in operation: The Merchant Marine Academy at King Point, N. Y., the cadet schools at San Mateo, Calif., and Pass Christian, Miss., and cadet supervisory offices at other locations. During the war years the cadet corps operated with a maximum cadet-midshipmen complement in training of 3,500 men which during the years up to 1950 produced over 9,000 officer graduates.

With the cessation of hostilities the program was reduced to peacetime levels by the closing of the schools at San Mateo in 1947 and Pass Christian in 1950, and by gradually reducing the annual intake of new cadet-midshipmen to 200, resulting in an average of 800 cadets in training at all times, which will produce 150 officer graduates yearly. This is presently contemplated to be the permanent continuing program, except under emergency conditions when it can be quickly and readily expanded.

Application for appointment as cadet-midshipman may be made by any citizen of the United States who is between the ages of 17 and 21 and is a graduate of a high school or the equivalent. Selection is through competitive examination and appointment is based upon apportionment according to State population.

Training is through a 4-year university-level course leading to the degree of bachelor of science upon graduation. Graduates are commissioned ensign, United States Maritime Service, and ensign, United States Naval Reserve; are licensed as third mate or third assistant

engineer in the merchant marine industry; and agree to serve a minimum of 2 years in the Naval Reserve.

Legal authorization.—Merchant Marine Act of 1936, as amended (49 Stat. 1985, U. S. C. title 46).

Obligations, fiscal year 1950.—Operating, $3,040,029; administrative, $161,184.

(*b*) *Activity: United States Merchant Marine Cadet Corps training of Filipino cadets*

Purpose.—Training of Philippine nationals to become officers in the Philippine merchant fleet.

History and description.—Filipino maritime training had its inception in fiscal year 1947 under the provisions of the Philippine Rehabilitation Act which also provided training for Philippine nationals in other lines of industry through other Federal agencies. Trainees were selected by the Philippine Government to be returned to the Philippines after completion of their training to serve as officers on Philippine merchant ships.

A group of 50 Filipinos, the first group of trainees, was selected and reached the United States, in January 1947 to enter training. This group completed training and was graduated in December 1950. A second group, of 20, commenced training in March 1949 to be graduated in February 1953. A third groups, of 20, commenced training in March 1950 to be graduated in February 1954. This constitutes the entire Filipino maritime training program, which is not a continuing activity beyond these three classes.

Training is under the 4-year university-level course of the United States Merchant Marine Cadet Corps, which for United States citizens leads to graduation with degree of bachelor of science, appointment as ensign, United States Maritime Service, and ensign, United States Naval Reserve, and license as third mate or third assistant engineer for merchant vessels.

Legal authorization.—Philippine Rehabilitation Act of 1946, as amended (Public Law 370, 79th Cong., as amended by Public Law 882, 80th Cong.).

Obligations, fiscal year 1950.—Operating, $245,091; administrative, $17,909.

(*c*) *Activity: State marine schools (maritime academies and college) cadet-midshipment training*

Purpose.—Training of inexperienced young men to become licensed officers in the United States merchant fleet.

History and description.—State marine (or nautical) school training has a long history dating back to the opening of State schools in New York in 1874, Pennsylvania in 1889, Massachusetts in 1893, California in 1931, and Maine in 1941. Federal supervision of and assistance to the State schools had its inception in the act of March 4, 1911, authorizing appropriation annually of grants of $25,000 per school, conditioned on State appropriations of at least equal amounts, additional aid sf $25,000 per school to pay per capita costs of training out-of-State cadets, and varying amounts for maintenance and repair of training vessels loaned by the United States to the State schools. In addition, Federal funds are provided for cadet expense allowances of $65 per month per cadet and cadet subsistence allowances of 75 cents per day per cadet.

Training is through 3- and 4-year courses leading to graduation with commissions as ensign, United States Maritime Service, and ensign, United States Naval Reserve, and license as third mate or third assistant engineer on merchant vessels.

During the war years up to 1950, 3,850 officers were graduated from the five State schools named above. After the cessation of hostilities, the Pennsylvania State school was closed and cadet-midshipment complements at the other four schools were placed on peacetime levels. At the present time, total continuing cadet-complements are fixed at 710 per year which will produce approximately 150 graduates annually.

Legal authorization.—Act of Congress approved March 4, 1911, as amended (34 U. S. C. 1121–1123).

Obligations, fiscal year 1950.—Operating, $1,047,295; administrative $57,310.

(*d*) *Activity: United States Maritime Service upgrading and specialist training*

Purpose.—Training of experienced merchant marine licensed officers and seamen to qualify for upgrading of their ranks or ratings, qualify them as specialists in maritime practices, and improve their skills.

History and description.—The United States Maritime Service training program had its inception in the act of June 23, 1938 (52 Stat. 953), amending the Merchant Marine Act of 1936, establishing the United States Maritime Service as a uniformed but voluntary organization, assimilated to the United States Coast Guard, and authorizing a comprehensive system for the training of citizens to serve as licensed and unlicensed personnel on merchant vessels. This training was envisoned and placed in operation in two divisions—the training of officers and seamen already in the industry to improve their skills, and the training of new men for the industry in skilled ratings. The training of men already in the industry is here referred to as "upgrading and specialist training" and training of new men for the industry as "skilled rating training."

Upgrading and specialist training was first instituted with the opening of the training station at Hoffman Island, N. Y., in 1938, followed closely by the opening of training stations at Alameda, Calif., in 1938; Fort Trumbull, Conn., in 1939; Gallups Island, in 1940; and Huntington, N. Y., in 1942, with other subsidiary installations in city locations.

During the war years up to 1950, 25,126 men were trained as deck and engine officers, 7,756 as radio operators, 5,368 as purser-pharmacist mates, and 43,473 in other specialties. Also, 40,140 were upgraded to higher ratings and 11,938 were given refresher courses.

With the cessation of hostilities, all of the above stations were closed with the exception of Alameda; and the training station at Sheepshead Bay, N. Y., was converted from skilled-rating training to upgrading and specialist training, leaving presently in operation for upgrading and specialist work only the two stations at Alameda and Sheepshead Bay.

Training is through 1-, 2-, and 4-month courses in a complete range of courses in marine subjects available to any experienced and active officer and seamen.

Present trainee complements, contemplated as a normal continuing program, except under emergency conditions, are 90 at Alameda and

150 at Sheepshead Bay, an average daily total of 240 men in training, which will produce 2,640 men trained annually.

Legal authorization.—Merchant Marine Act of 1936, as amended (49 Stat. 1985, U. S. C. title 46).

Obligations, fiscal year 1950.—Operating $1,302,403; administrative, $71,638.

(*e*) *Activity: United States Maritime Service skilled rating training*

Purpose.—Training of inexperienced seamen to assume skilled rating positions in the deck, engine and stewards' departments of ships of the United States merchant fleet.

History and description.—Skilled rating training in the United States Maritime Service was first instituted in 1939 with the conversion of a merchant ship into the training vessel, *American Seaman*, which was attached to the Coast Guard base at St. Petersburg, Fla., for the training of new men, pending construction of a Maritime Service base at that location, which was opened in July 1941. Later in 1941 a similar station was opened at Port Hueneme, Calif., with the training vessel, *American Sailor*, attached. In 1942, the training station at Sheepshead Bay, N. Y., was opened, followed by the transfer of the Port Hueneme station to the Navy, and the opening of a station at Avalon, Calif., in lieu thereof, together with the commissioning of six additional training vessels.

During the war years 157,977 men were trained through these facilities for unlicensed positions in the deck, engine, and stewards' departments.

With the cessation of hostilities, the station at Sheepshead Bay was converted to upgrade and specialist training, and all other training stations and ships were discontinued, except the St. Petersburg station with training vessel, *American Mariner*, attached. This station and ship operated in skilled rating training until March 1950 when the station was closed and the ship transferred to and laid up at the Kings Point (Cadet) Academy.

No further skilled rating training is at present contemplated, except in emergency conditions.

Legal authorization.—Merchant Marine Act of 1936, as amended (49 Stat. 1985, U. S. C. title 46).

Obligations, fiscal year 1950.—Operating, $719,101; administrative, $39,401.

(*f*) *Activity: United States Maritime Service Institute correspondence upgrade, specialist and general training*

Purpose.—Training by correspondence of merchant marine personnel to prepare for upgrading of their ranks and ratings, provide instruction in specialized branches of marine practice, provide academic background for industrial instruction, and increase skills and knowledge in general.

History and description.—The United States Maritime Service Institute, specifically provided for in the Merchant Marine Act, had its inception in 1944, at which time its organization was developed, its staff recruited, its program planned and preparation of its text material commenced. There being no comparable maritime institution or texts in existence, the Institute, its courses to be offered, and the texts for those courses had to be developed from the bottom up and its prospective trainees recruited. Courses were prepared by experienced

merchant marine officers, in line with latest and best maritime practices; and have been kept abreast of current developments in equipment and practices.

Instruction is available to all maritime personnel on payment of a registration fee for each course taken.

The curriculum includes all fields of the maritime industry and specialties together with background instruction in English, mathematics, physics, etc., fundamental to advanced study.

From inception to 1950 a total of 5,124 men completed courses through the Institute, while average active enrollments have increased from zero in 1944 to the present 7,251 registrants taking 13,366 courses. The steady growth of the Institute indicates a yearly increase of about 1,000 registrants and 2,000 courses taken.

Legal authorization.—Merchant Marine Act of 1936, as amended (49 Stat. 1985, U. S. C. title 46).

Obligations, fiscal year 1950.—Operating, $186,444; administrative, $10,746.

6. NATIONAL BUREAU OF STANDARDS

(*a*) *Activity: Guest worker program and program of the Office of International Trainees*

Purpose.—To provide training and research opportunities for American and foreign scientists and technicians, and technical services to visiting experts.

History and description.—The National Bureau of Standards for many years has served as a host to American and foreign scientists who wish to visit or remain for an extended period as research guests or associates. Formal recognition of this work has been extended through the education program of the NBS Graduate School, provision for American research associates and guest workers, and foreign guest workers, trainees and visitors, and later under the NBS Office of International Relations (established in 1946).

Guest workers and research associates include from 40 to 60 persons per year whose compensation, if any, is paid by a sponsoring company, association, country, or department, and who work on selected projects, thesis topics or studies under the supervision of National Bureau of Standards technical personnel.

Legal authorization.—Acts of Congress March 4, 1913 (37 Stat. 736, 5 U. S. C. 611); March 3, 1901 (31 Stat. 1419, 15 U. S. C. 271); Public Law 619, Eighty-first Congress; Public Law 27 (Stat. 1, p. 395, 1892–1901, p. 1532) (to receive as guests for training or professional advancement qualified scientists or technicians). Provision for research associates is derived from Revised Statutes, April 12, 1892 (pp. 71–72). Public Law 402, Eightieth Congress, authorizes use of Government facilities and payment by State Department to agencies for their use for certain foreign trainees and visitors.

Public Law 535, Eighty-first Congress, provides additional authority for foreign trainee and guest worker service.

Obligations, fiscal year 1950.—Operating, $6,553; administrative, $2,903. Funds received from State Department under Public Law 402.

(*b*) *Activity: Contract research with universities*

Purpose.—Research for the accumulation of ionospheric data.

History and description.—The Bureau has for a number of years been engaged in research and development pertaining to investigations of the phenomena affecting radio propagation.

The Central Radio Propagation Laboratory was established as a division of the Bureau in the fiscal year 1946. The laboratory serves as a centralizing and coordinating agency for basic ionospheric and radio propagation work in the United States and was established in cooperation with the Army, Navy, Federal Communications Commission, and other Government agencies as well as industry groups having a vital interest in this field.

Legal authorization.—Basic Act of National Bureau of Standards (act of March 3, 1901) as amended by Public Law 619, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $179,328; administrative, none.

(*c*) *Activity: Operation of the National Bureau of Standards Graduate School (devoted to courses in the physical sciences; no degrees granted)*

Purpose.—To provide professional advancement of technical personnel and to provide credits for advanced degrees through out-of-hours courses, job training in-hours courses, seminars, lectures, and research fellowships.

History and description.—In 1908 the Bureau began out-of-hours courses to provide scientific education and credits for advanced degrees. A contract for training veterans under Public Law 346 was signed in 1945. In 1946 the Bureau began instruction of foreign trainees assigned under Public Law 402. In 1949, it initiated a plan for cosponsoring residence courses with local universities.

In-hours courses, which began in 1945 and are available to employees of other Government agencies as well as personnel of the Bureau of Standards, cover specialized job training, indoctrination of new employees, and classified subjects. General staff meetings and seminars have been held regularly for many years. The research fellowship plan was initiated in 1950.

Over 150 advanced degrees have been conferred as a result of educational work at the Bureau. An average of 1,000 students per year is now being trained, and this number will increase with expansion of cosponsored courses for residence work with local universities, as the cosponsored courses will permit pin-point planning of programs for each student. Courses are accepted by the Civil Service Commission for examination and qualification purposes.

Legal authorization.—Department of Commerce policy and paragraph 8, Deficiency Appropriation Act (ch. 831, vol. 2, 1892–1901). Supplement to the Revised Statutes of the United States, page 1532 (31 Stat. L., p. 1010, March 3, 1901), "Government to promote research and encourage students."

Obligations, fiscal year 1950.—Operating, $2,500; administrative, $3,852 (administrative expenses are provided from appropriated funds. Operating expenses are paid from moneys collected as tuition fees).

(*d*) *Activity: Classified projects; contract research with universities*

Purpose.—Research for national defense.

History and description.—A considerable portion of the research and development work of the Bureau is conducted for the Department of Defense and the Atomic Energy Commission, and stems in general from antecedent programs carried on during World War II.

Legal authorization.—Basic Act of National Bureau of Standards (act of March 3, 1901) as amended by Public Law 619, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $286,000; administrative, none.

7. OFFICE OF BUSINESS ECONOMICS

Activity: Training in concepts and research techniques in statistics of national income and balance of international payments

Purpose.—Dissemination among foreign research technicians of understanding of the uses, concepts, and techniques of research in national income, gross national product, and the balance of international payments.

History and description.—The activity was first undertaken in the fiscal year 1947 as part of an interdepartmental program of technical cooperation with the other American Republics financed through the Department of State. A consultant was sent to South America, and training grants were awarded to nationals of four countries. Under Public Law 402 of the Eightieth Congress, the activity was extended to provide training also for technicians from Eastern Hemisphere countries.

Training in national income and product research has been given to about a dozen foreign nationals annually; training in balance-of-payments research, to a somewhat larger number. United States technicians are sent abroad at irregular intervals to supervise the organization of national-research programs, but this aspect of the activity has received decreasing emphasis.

Training is carried on through regular lectures by staff specialists, by individual conferences, by practice research projects (most trainees are required and assisted to develop pilot studies of their countries' national income and product or balance of payments, in order to insure their practical understanding of the techniques taught), and by visits to other research agencies and consultants with their staffs.

Legal authorization.—Public Law 402, Eightieth Congress, (62 Stat. 6); Public Law 535, Eighty-first Congress, (64 Stat. 205).

Obligations, fiscal year 1950.—Operating, $6,318; administrative, $7,573.

8. U. S. COAST AND GEODETIC SURVEY

Activity: International technical cooperation and assistance under the United States Information and Educational Exchange Act of 1948, and the Philippine Rehabilitation Act of 1946

Purpose.—To provide an interchange of the techniques and methods employed in cartographic activities for the purpose of effecting appropriate standardization and improvement of technical and operating procedures within the educational institutions, as well as in the public and private operating agencies.

History and description.—The cooperation programs began in 1941, under Public Law 355, Seventy-sixth Congress. Until 1944, these activities consisted of the sending of Bureau experts to interested foreign governments. During that year, the in-service training of foreign nationals was initiated and has been expanded from 8 grants to a high of 38, which was the number awarded in 1948. With the exception of the 50 training awards made to the Philippines, all other training grants outside of Latin America have been entirely financed by the participating foreign government.

Both the technical missions and the in-service training expanded under Public Law 402. Since the inception of the cooperation programs, there has been a considerable increase in the number of requests received from trainees or their respective agencies for information relative to operational changes, special publications, purchases of scientific equipment, and additional technical assistance. The value of the program is being reflected continuously in the reports of the benefits received by individuals and agencies. Also, educational institutions are requesting assistance in establishing cartographic courses based upon the methods employed, and for the setting up of institutes or bureaus for special technical study and on-the-job training.

Legal authorization.—United States Information and Educational Exchange Act of 1948, Public Law 402; Philippine Rehabilitation Act, Public Law 370, Seventy-ninth Congress, 1946.

Obligations, fiscal year 1950.—Operating, $102,521; administrative, $32,169.

9. WEATHER BUREAU

(*a*) *Activity: Turkish training program in weather forecasting*

Purpose.—Technical assistance to Turkey in the form of specialized technical training to Turkish nationals in meteorology.

History and description.—The Economic Cooperation Administration Mission in Turkey is authorized under its program of assistance to that country to grant technical assistance through training qualified Turkish nationals in the United States. Fourteen Turks were chosen for meteorological training in the United States and started this training late in the fiscal year 1950. It is planned that these men will be trained in the Weather Bureau in Washington followed by a period of in-station training at a Weather Bureau Forecasting Center. Five of the trainees having the highest scholastic ratings will be given an extension of one additional year's training at an American university.

Legal authorization.—Economic Cooperation Administration Act of 1948 (62 Stat. 137).

Obligations, fiscal year 1950.—Operating, $1,850; administrative, $55.00.

(*b*) *Activity: Meteorological training under the International Informational and Educational Exchange (now point 4) program*

Purpose.—Cooperation with American Republics in meteorological training.

History and description.—Cooperation with the American Republics in the field of meteorology was considerably stepped up in 1942, and since that time there has been continued training of Latin Americans

in meteorology. In 1949 training grants were given to one Colombian and one Bolivian in the field of meteorology. In 1951 two students, one from Chile and one from Iran, are receiving meteorological training.

Legal authorization.—United States Informational and Educational Exchange Act of 1948 (22 U. S. C. 1431–1479), Public Law 402 of the Eighty-first Congress. Cooperation with the American Republics: Convention for the promotion of Inter-American Cultural Relations between the United States and other American Republics signed at Buenos Aires, December 23, 1936. (Now included under the President's over-all point 4 program of aid to underdeveloped areas of the world.)

Obligations, fiscal year 1950.—Operating, $7,800; administrative, $6,225.

(*c*) *Activity: Weather Bureau scholarship program*

Purpose.—In-service training of Weather Bureau personnel in advanced meteorology.

History and description.—The program was begun in the fiscal year 1939, with five employees assigned to three schools which maintained a graduate-level curriculum: Massachusetts Institute of Technology, California Institute of Technology, and New York University. The number of employees assigned to this program then grew to 10 per year, and the participating universities were augmented by the University of California at Los Angeles and the University of Chicago. Following World War II, the number of employees in the program has fluctuated from year to year, depending upon the needs of the Bureau and upon the special courses available. Within the past year, specialized courses have been given at MIT and at the University of Chicago on the newest developments in climatology and meteorology, and the Weather Bureau has sent employees to these courses under scholarships. The program serves to train employees in advanced meteorology which is applicable to their work, especially in forecasting. Reciprocally, the experienced meteorologist employees assigned to the program bring the practical operational requirements of the science to the attention of the universities.

Legal authorization.—Section 803, Civil Aeronautics Act of 1938 (52 Stat. 1015) as amended by Public Law 691, Seventy-ninth Congress, approved August 8, 1946.

Obligations, fiscal year 1950.—Operating, $19,716; administrative, $500 (approximately).

(*d*) *Activity: Cooperative meteorological research carried out in cooperation with institutions of higher education*

Purpose.—To promote and develop the science of meteorology.

History and description.—The program was begun in the fiscal year 1936 under the Bankhead-Jones Act by sponsoring a cooperative research project at the Massachusetts Institute of Technology. As other institutions established departments of meteorology in the late 1930's and early 1940's, the program was enlarged to the point where seven or eight small cooperative research projects were being sponsored annually. Under this program investigations are now being conducted to study thunderstorms, methods of extended forecasting, objective forecasting methods, the formation of tornadoes, and the effect of weather on soil moisture. Through this program research is conducted

which the institutions of higher learning might not otherwise be able to sponsor.

Legal authorization.—General authorization in annual appropriation acts and 49 U. S. C. 603.

Obligations, fiscal year 1950.—Operating, $58,700; administrative, $5,000 (approximately).

K. Department of Labor

1. SUMMARY

The Department of Labor conducts four major educational activities directly related to its statutory purpose—

to promote the welfare of wage earners of the United States, improve their working conditions and advance their opportunities for profitable employment.

These activities are (1) the promotion of apprentice training by the Bureau of Apprenticeship; (2) aid to staff training for State and local employment personnel rendered by the Bureau of Employment Security; (3) training of factory safety inspectors in the Bureau of Labor Standards; and (4) in-service training for the Department's own employees. In addition, the Bureau of Apprenticeship and the Office of International Labor Affairs, in cooperation with other Federal agencies, conduct programs of industrial training and observation and study of American industrial procedures for selected nationals of certain foreign countries.

Describing the programs more in detail, it may be pointed out that the Bureau of Apprenticeship provides technical assistance to industry for the development and maintenance of programs of on-the-job apprentice training supplemented by related classroom instruction in the skilled trades. The work of the Bureau is carried out in cooperation with the United States Office of Education, State apprenticeship agencies (established in 30 States), State Boards of Education and local vocational schools. The Federal Committee on Apprenticeship, composed of an equal number of employer-labor representatives, serves as a policy-recommending body to the Bureau. This Committee in cooperation with the Bureau has aided in the establishment of committees in 16 trades, and approximately 7,000 local apprenticeship committees. Over 200,000 apprentices are currently in training in registered programs.

The Bureau of Apprenticeship also carries on an international industrial training program, with the voluntary cooperation of American industry, designed to assist friendly nations to improve their industrial skills. Since 1948 there have been 71 foreign trainees, from 11 Latin-American countries, and from Korea, Burma, Egypt, Indonesia, and Germany.

The Bureau of Employment Security plans and prepares training programs for the personnel of local and State employment agencies; reviews State training policies; and assists in adjusting staff training to the manpower mobilization program.

The Bureau of Labor Standards conducts training courses in safety practices for State factory inspectors. Five basic courses of 30 hours each are given, supplemented by special courses covering hazards peculiar to certain industries.

The Office of International Labor Affairs, in cooperation with other Federal agencies, participates in the democratic reorientation program for peoples of occupied areas by providing an opportunity for trade unionists and labor specialists to observe the role of labor in American society, labor-management relations and trade-union practices; and for women leaders to observe the role and status of American women. As part of the economic recovery program of the Economic Cooperation Administration, provision is made for labor specialists from Economic Cooperation Administration countries to study American apprenticeship systems; and for statisticians to learn American statistical methods in order to improve the comparability of statistical data from Economic Cooperation Administration countries. A training program in American industrial techniques for foreign labor leaders is carried on under the point 4 program to promote international understanding and assist in raising living standards in other countries.

The Office of Personnel Administration operates an induction and in-service training program for all departmental and field service employees.

According to estimates made within the Department of Labor, for the fiscal year 1950 total obligations for the educational programs here reported amounted to about $3,621,554.

Of this amount total obligations for regular apprenticeship promotion and safety training programs of the Department accounted for $2,910,876. Estimated obligations for special training programs for foreign nationals comprised the remaining $710,678. No salaries or wages of trainees are included in these figures.

2. BUREAU OF APPRENTICESHIP

(*a*) *Activity: Promotion of apprenticeship and other training on the job in the skilled trades*

Purpose.—To promote training of skilled workers on the job, supplemented by related classroom instruction; and to give technical assistance to industry in the formulation, development, and maintenance of training programs and standards.

History and description.—In 1937 the Secretary of Labor authorized the formal program of apprenticeship with these objectives: To formulate and promote standards of apprenticeship, to bring together employers and labor to establish apprenticeship programs; to cooperate with State apprenticeship agencies in this undertaking; and also to cooperate with the United States Office of Education with respect to classroom instruction for apprentices in subjects related to the practical work in which they are trained on the job. The Federal Committee on Apprenticeship which had been originally established in 1934 was reorganized and appointed by the Secretary of Labor, as the national employer-labor, policy-recommending body to the Bureau of Apprenticeship. In 1938 the Secretary of Labor appointed the General Committee on Apprenticeship for the Construction Industry. This committee is made up of an equal number of representatives of national contractor associations and national labor organizations in the building trades. It cooperates with the Bureau of Apprenticeship in promoting the establishment in each of the building trades, national and local joint contractor-labor apprenticeship committees and the setting up of apprenticeship programs.

The Bureau of Apprenticeship works closely with employers and with labor, State apprenticeship agencies, the United States Office of Education, State boards of education and local vocational schools, chambers of commerce, and other organizations concerned with apprenticeship.

State apprenticeship agencies are now established in 30 States and Federal Territories. Approximately 7,000 local, joint management-labor apprenticeship committees have been established and in addition 16 national trade committees. Over 200,000 apprentices are in training in registered programs for approximately 300 skilled occupations under 110 trade classifications. Approximately 150,000 industrial establishments cooperate in the training programs. During World War II the Bureau of Apprenticeship under the War Manpower Commission expanded its services to include short-term systems to train men and women for the production lines created to carry on the war effort.

Legal authorization.—Public Law 308, Seventy-fifth Congress.

Obligation, fiscal year 1950.—Administrative, $2,710,292.

(*b*) *Activity: International industrial training program for foreign nationals*

Purpose.—To assist in the industrial development of friendly nations by improving the industrial skills of a small number of carefully selected foreign nationals. While the trainees are in the United States emphasis is given to their participation in the life of the community and to giving them realistic concepts of the American way of life and of democratic principles and processes.

History and description.—This activity was initiated in 1941 by the Coordinator of Inter-American Affairs as the inter-American trade scholarship program. In June 1944 it was taken over by the International Training Administration, Inc. In 1947 the program was administered by the Institute of International Education and in 1948 was transferred to the Office of International Training, Department of Commerce. In July 1948 the Department of Labor at the request of the Department of State accepted responsibility for the part of the program that was then handled by the Office of International Trade and in 1949 the entire program of industrial training for foreign nationals was transferred to the United States Department of Labor, Bureau of Apprenticeship.

Applications are transmitted by the American Embassies, with the approval of the other governments, to the United States Department of State. The background of the applicants, their objective and needs of their country are the chief elements in selection. Training is arranged through voluntary cooperation of industry. The Bureau of Apprenticeship's 300 field representatives at 200 local offices handle training arrangements and supervise the trainees in the field.

Since 1948 arrangements have been made for 71 foreign trainees. They came from 11 of the countries of Latin America, and from Egypt, Korea, Indonesia, Germany, and Burma.

Legal authorization.—Authority for conducting the international industrial training program is derived from the following acts of Congress: (1) Point 4: Act for International Development. (2) Smith-Mundt: United States Information and Educational Exchange Act of 1948 (Public Law 402, 80th Cong.).

Obligations, fiscal year 1950.—Operating, $63,383; administrative, $45,297. These funds are appropriated to the United States Department of State and from there transferred to the Department of Labor.

3. BUREAU OF EMPLOYMENT SECURITY

Activity: Training service

Purpose.—To plan and prepare training material on programs, procedures, and technical tools for use by State employment security agencies in the induction of new employees and for improving efficiency of local and State offices; to assist State agencies in adjusting staff training to programs affected by the manpower mobilization program.

History and description.—Staff training service has been an integral part of the Employment Service and unemployment insurance programs since about 1939. The basic program activities are those concerned with provision of assistance to State agencies in developing qualified training supervisors, preparation of training materials related to local office operation procedures, review of State training policies, plans, and reports and exchange of related State-developed programs and materials, and improvement of the quality of training through research into and refinement of training techniques and tools.

Legal authorization.—Social Security Act, as amended (42 U. S. C. 503); Wagner Peyser Act, as amended (29 U. S. C. 49b).

Obligations, fiscal year 1950.—Salaries and expenses $25,834.

4. BUREAU OF LABOR STANDARDS

Activity: Training of State safety inspectors

Purpose.—The objective of the factory inspector safety training courses is to improve the competence and ability of State safety personnel in order that they may render more effective safety consulting and promotional service to the industrial establishments within their respective States.

History and description.—The program of training was instituted in 1935. The training courses conducted at the request of State labor departments for State safety personnel consist of five basic courses of 150 hours given in sections of 30 hours each.

Following the basic courses, the specialized knowledge required to handle hazards peculiar to various industries is given State safety inspectors by special courses, usually 30 hours in length.

Legal authorization.—Implicit in the basic function of the Department of Labor; namely, "to promote the welfare of workers." Appropriations for the Bureau's program include funds for the promotion of industrial safety, of which training is a component part.

Obligations, fiscal year 1950.—About $137,000 was obligated in 1950; all for operating purposes.

5. OFFICE OF INTERNATIONAL LABOR AFFAIRS

(*a*) *Activity: Providing for observation and study under the reorientation program for occupied areas*

Purpose.—As a part of the over-all program for democratic reorientation of peoples of occupied areas, to provide United States observa-

tion and study programs for trade unionists, labor specialists, and women leaders from occupied areas.

History and description.—The labor program first went into effect in the spring of 1949. It was originally confined to Germany, but has since been expanded to include Austria and Japan. Forty-six visitors came in the fiscal year 1949, and 185 in the fiscal year 1950.

The program is designed to give these peoples the opportunity to observe and study at first hand the American scene, with emphasis (1) for trade unionists and labor specialists, on the general role of labor in American society, trade-union activities, industrial relations, working conditions, and related activities, and (2) for women leaders, on the role and status of women in American society.

After a brief orientation in Washington, the visitors are organized into small groups and sent to various local sponsors throughout the country where they are able to become acquainted with the American scene at the grass-roots level. Trade-union locals are used most frequently as local sponsors for trade unionists.

The program for Germany and Austria is the over-all responsibility of the Department of State. The Department of the Army is responsible for other areas. The Departments of Army and State have sought the assistance of the specialized agencies. The Department of Labor has been assisting in the labor field. The occupation authorities in all countries are responsible for the selection, processing, and transportation of these persons to and from the United States. The Department of Labor is responsible for arranging their programs in the United States, using funds transferred for the purpose.

The Office of International Labor Affairs is responsible for arranging the programs for trade-unionists and labor specialists; the Women's Bureau for women leaders.

Legal authorization.—Foreign Aid Appropriation Act.

Obligations, fiscal year 1950.—Operating, $231,240; administrative, $51,296.

(*b*) *Activity: Provision of study and observation programs for certain foreign nationals*

Purpose.—As a part of the over-all economic recovery program of the Economic Cooperation Administration, to provide study and observation programs in the labor field for visitors from ECA countries.

History and description.—From time to time, the Economic Cooperation Administration has requested the Department of Labor to arrange programs for certain teams interested in matters concerning labor.

During fiscal year 1950, the Bureau of Labor Statistics commenced a project for the ECA to provide for technical training to 64 statisticians from ECA countries, a project for improving the statistical systems of the ECA countries and to achieve greater comparability between the statistics of such countries. Thirty of these visitors began their training by June 30, 1950. In addition, the Bureau of Apprenticeship arranged a program for six representatives of government, labor, and management from Greece, to study the apprenticeship systems of the United States.

Legal authorization.—Economic Cooperation Act of 1948, as amended.

Obligations, fiscal year 1950.—Operating, $19,000; administrative, $79,000. The amount given for operation covers only a portion of operating expenses—other amounts were paid directly by the ECA.

(c) *Activity: Training in all phases of labor under the scientific and cultural cooperation program to June 30, 1950—point 4 program since July 1, 1950*

Purpose.—To promote increased international understanding and to assist other countries in raising the standards of living of their peoples through providing United States know-how.

History and description.—The over-all program began in 1938; the Department of Labor began participation in 1943. The Office of International Labor Affairs, Bureau of Labor Standards, Bureau of Labor Statistics, Women's Bureau, Bureau of Apprenticeship and Bureau of Employment Security are currently participating in this program.

Training is given in all phases of labor: apprenticeship, industrial relations, labor standards, industrial training, safety methods, women in industry, labor law, mediation and conciliation, statistics, unemployment compensation, et cetera. The trainees are brought to the United States where, under the tutelage of the Department of Labor, they study their selected field under the direction of the appropriate bureau. In addition, consultants and experts from the Department are sent to various countries throughout the world to help them in particular projects they are developing.

The program is administered through an interdepartmental committee of which the Department of Labor is a member. Within the Department, activities are coordinated by the Office of International Labor Affairs, and the programing of the various technical trainees is done by the appropriate bureaus. The Office of International Labor Affairs, in addition to its responsibilities for coordinating within the Department of Labor and for interagency relationships, arranges programs for leaders in the labor field brought to the United States by the Department of State under the leader and specialist program (as distinct from the trainees in the specialized technical fields).

About 75 foreign trainees and leaders received training in these fields during the fiscal year 1950.

The funds are appropriated to the Department of State, which allocates them to the Department of Labor, which in turn apportions them to the appropriate bureau for obligation on specific programs.

Legal authorization.—United States Information and Educational Exchange Act (Smith-Mundt), Public Law 402, Eightieth Congress; Act for International Development (point 4), Public Law 535, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $123,521; administrative, $97,941.

6. OFFICE OF PERSONNEL ADMINISTRATION

Activity: Induction and in-service training for all departmental and field service employees

Purpose.—To improve the competence of employees having supervisory, executive, and administrative duties; to increase the proficiency of technical and professional employees in the performance of those phases of their work that are not administrative and supervisory; to further develop the skill of subprofessional and clerical employees; and to orient all beginning employees to their specific jobs and to the Department's activities and organization as a whole.

History and description.—It is the objective of the Department, through its various programs for in-service training, to identify and to apply at all levels of supervision all ways and means of increasing the productivity of its employees. Every supervisor is a participant in the program, training being an essential element of supervisory responsibility. Training of this character has been conducted by each major unit of the Department in terms of its own needs and through the use of its own professional and administrative personnel. For those aspects of the training program in which uniformity in administration is desirable, over-all policies and programs for individual and group training are developed by the Office of Personnel Administration. Assistance is also provided by that office to the various bureaus and offices in the development and use of training methods and techniques. The training needs contract and expand, depending on the assumption or termination of functions and on recruiting programs.

Legal authorization.—Annual appropriations to the Department of Labor.

Obligations, fiscal year 1950.—Estimated at between $25,000 and $50,000.

IV. ACTIVITIES OF INDEPENDENT OFFICES AND AGENCIES

A. Atomic Energy Commission

1. SUMMARY

The Atomic Energy Commission is carrying out a number of educational programs.

The Divisions of Reactor Development, Research, and Biology and Medicine conduct on-site and off-site training programs for the benefit of AEC and AEC contractor employees, members of the faculties of universities affiliated with the national laboratories of the Commission, recent college and university graduates who may be under consideration for employment, and other qualified scientific, medical and engineering personnel engaged in work closely associated with that of the Commission. These programs are designed to increase professional competences, to provide opportunity and resources for scientific research in Commission installations for faculty members of participating universities, to instruct non-AEC scientific and technical personnel in the techniques of handling and using radioactive materials and radiation detection instruments, and to insure continued research in fields of importance to the Atomic Energy Commission, as well as to increase the general fund of theoretical and practical knowledge.

Such programs include a "classified" course in reactor technique at the Argonne National Laboratory, and a "classified" reactor engineering school at Oak Ridge. Special "unclassified" college courses in the physical and life sciences are offered jointly by the University of Tennessee and the Oak Ridge Institute of Nuclear Studies, as well as other courses at various locations in the handling and use of radioisotopes and radiation detection instruments.

In addition, a considerable amount of off-site and "unclassified" research is under way in colleges and universities under contract with the Atomic Energy Commission, enabling the personnel of private and public institutions to increase the fund of theoretical and practical knowledge in fields relating to atomic energy. By means of these activities, otherwise unavailable research opportunities have been opened at scores of colleges, universities, private laboatories and hospitals and clinics throughout the country. Colleges and universities have had access to costly laboratory equipment, and the national atomic energy enterprise has had access to ever-enlarging sources of research and developmental personnel and facilities. The program brings the Commission and educational institutions of the country into closer working relationships and supports the preeminence of the United States in the field of atomic energy.

The Divisions of Research, and of Biology and Medicine, respectively operate the AEC fellowship programs in the physical and life sciences. These programs are designed to relieve the national short-

age of scientific personnel and to provide a continuing adequate number of trained scientific men and women for atomic energy development, and presently provide for postdoctoral fellowships to be awarded for work in fields with access to restricted data or areas. Open to qualified applicants in colleges and universities throughout the country who meet established standards, the fellowship program has increased the interest of colleges and universities in preparing student personnel for work in this field.

The Divisions of Production and of Military Application provide in part elementary and high-school education of children of employees of the Atomic Energy Commission and its contractors at Oak Ridge, Tenn.; Richland, Wash., and Los Alamos, N. Mex.[1]

According to information obtained from the Commission, even though each of these programs is operated separately and under several different divisions of the Commission, there is a close working interrelationship between all of the divisions and all of the programs, particularly with regard to utilization of facilities and personnel. The total obligations for the fiscal year 1950 for the programs here discussed amounted to about $25,762,454.

2. DIVISION OF RESEARCH AND DIVISION OF BIOLOGY AND MEDICINE

(*a*) *Activity: AEC fellowship program in the physical, medical, and biological sciences, and radiological physics*

Purpose.—To relieve the national shortage of scientific personnel trained in fields related to atomic energy and to provide a continuing adequate number of trained scientific personnel.

History and description.—A fellowship program in the physical, medical, and biological sciences was established by the Commission in January 1948, and the National Research Council of the National Academy of Sciences was selected to administer the program under contract with the Commission. Provisions have been made for awarding predoctoral and postdoctoral fellowships in the physical and biological sciences and postdoctoral fellowships in the medical sciences. The fellowships are granted for 1 year with provision for renewal up to 3 years for the predoctoral fellows and 2 years for the postdoctoral fellows. The program was operated on this basis during the fiscal year 1949 and part of the fiscal year 1950.

Section 102–A, of the Independent Offices Appropriations Act of 1950, required considerable modification in the administration of the fellowship program. With the passage of the fellowship rider of that act, the National Research Council expressed reluctance to administer a fellowship program which required investigation by the FBI of fellows engaged in nonsecret work. However, the National Research Council did agree to administer a limited program providing that: (1) no new predoctoral fellowships would be awarded; (2) renewals of predoctoral fellowships already in effect would be awarded; (3) postdoctoral fellowships would be awarded only for work in fields requiring access to restricted data or areas.

In order to fill the gap left in the predoctoral fellowship program, a regional predoctoral fellowship program administered by university groups was established for a 1-year period through June 30, 1951.

[1] Under Public Laws 815 and 874, 81st Cong., the U. S. Office of Education provides assistance in the education of children of the employees and contractors not residing on Atomic Energy property.

A radiological physics fellowship program was initiated in 1950, and the Commission requested the Oak Ridge Institute of Nuclear Studies to administer it. Forty fellowships have been awarded with training conducted at Vanderbilt University and the University of Rochester. The program is accredited for graduate-level training and consists of a 9-month course at either Vanderbilt University or the University of Rochester together with 3 months of field work at either Oak Ridge National Laboratory or Brookhaven National Laboratory. The field of radiological physics includes health physics, radiation monitoring and control, radioisotope measurements, hospital physics and similar fields in which there is urgent need for such skills.

Legal authorization.—Atomic Energy Act of 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—Operating $1,142,046; administrative, $161,058.

(*b*) *Activity: Off-site research contract program in the physical and life sciences*

Purpose.—To carry out the direction of Congress "to insure the continued conduct of research and development activities (in specified fields of interest to the Commission) by private or public institutions or persons, and to assist in the acquisition of an ever-expanding fund of theoretical and practical knowledge in such fields."

History and description.—The Congress, in framing the Atomic Energy Act of 1946, recognizes the need for basic research in the field of atomic energy. It authorized the use of public funds for this purpose and apparently recognized as well the tradition of carrying on pure or basic research in university and other private laboratories. The off-site research program in the field of the physical and life sciences was started in the fiscal year 1948. For reasons of administrative convenience the program was administered principally through the Office of Naval Research at a level of about $1,978,000 to cover approximately 83 contracts with academic institutions in the first year. The program has gradually been taken over by the Commission and now approximates a level of $11,700,000 per year covering approximately 370 separate projects in colleges and universities in 33 States, the District of Columbia and Puerto Rico. Most of these off-site contracts are in the nature of lump-sum contracts in which the university or college participates financially in the support of projects partly supported by Federal funds.

Much of the Commission's fundamental knowledge has been acquired through the off-site research program and that knowledge applied toward practical objectives in the Commission-owned-and-operated laboratories.

The program has benefited the colleges and universities by assisting them to either initiate or supplement research projects in which their scientific personnel are interested and which come within the field of Commission interest. Thus the efforts of large numbers of students and other scientific personnel interested in the applications of atomic energy are facilitated.

Legal authorization.—Atomic Energy Act of 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—Operating, $15,897,619; administrative, $766,401; construction, $1,073,775.

(c) *Activity: Special training*

Purpose.—To enable faculty members of primarily the member universities of the national laboratories of the Commission to do research in Commission facilities; to provide employees of AEC installations an opportunity to continue their academic study toward credit for scientific degrees; and to instruct scientific personnel in the handling techniques of radioisotopes and types and uses of radiation instruments.

History and description.—Since their establishment, it has been the policy of the national laboratories of the Commission to draw upon the trained scientific personnel of the Nation. Many of these men have come to the laboratories for short periods of time and have had their work arranged by the laboratories. By September 1949 approximately 35 university scientists had been a part of the various research programs. Twelve sponsoring universities sent representatives during the summer of 1949. In 1950 there were over 70 research participants, representing sponsoring universities and a number of nonsponsoring universities. The research participants at the laboratories are on the payroll as regular employees for the time they are there.

A program to provide employees of AEC installations an opportunity to continue their study toward credit for scientific degrees is a joint operation of the University of Tennessee and the Oak Ridge Institute of Nuclear Studies. The program was in operation in the training of the junior staff at the national laboratory before the existence of the institute. When the institute was organized about 1946, this activity became one of its functions. The institute supplies physical space, a library, and laboratory supplies and equipment. The University of Tennessee supplies the administrative staff and all instruction. The program has continually grown and today a wide range of courses in bacteriology, chemical engineering, chemistry, electrical engineering, mathematics, metallurgy, physics, soil mechanics, and zoology are being offered. In 1949, there were 80 students working toward the master's degree and 72 students in the process of obtaining the doctor's degree.

In June 1948 the Commission initiated a program designed to instruct scientific personnel in the techniques of handling radioisotopes and in the use of radiation instruments. The plan was to include only 4 classes of 32 members each. It was later expanded to instruct three additional classes, and still later scheduled to continue on a regular basis of about seven courses each year. Altogether 17 courses enrolling about 550 students from all parts of the United States and from 10 foreign countries have been taught. Special courses have also been conducted governing civilian teachers' radiological defense training, advanced instrumentation, and radioisotope courses for special groups. These groups have included a medical group, a United States Navy group, and a group of local research personnel. During 1949 and 1950 approximately 725 persons have received instruction in this special training program.

Legal authorization.—Atomic Energy Act of 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—Operating, $489.399; administrative, $45,940.

3. PRODUCTION AND MILITARY APPLICATION DIVISIONS

Activity: Community operations—elementary and high-school education

Purpose.—Education for dependents of employees and contractors at Commission installations (1950).[1]

History and description.—The Manhattan engineer district found it necessary to open schools at the Government-owned and operated communities of Oak Ridge, Tenn.; Richland, Wash.; and Los Alamos, N. Mex., to provide education at the elementary and high-school levels for the dependents of its employees. On a temporary emergency basis, the Manhattan engineer district also entered into contracts with some of the school districts in the vicinity of the Hanford installation to contribute (at the rate of State average per-pupil cost) for maintenance and operating expense based on increase in attendance over prior years' average daily attendance of dependents of Hanford employees. Since the emergency conditions remained when the Atomic Energy Commission assumed operating control, it continued all of the arrangements then in effect.

Legal authorization.—Atomic Energy Act of 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—Operating, $3,001,573; construction, $915,662.

4. REACTOR DEVELOPMENT DIVISION

(*a*) *Activity: Off-site research contract program*

Purpose.—To insure the continued conduct of research and development in fields of interest to the Reactor Development Division, to utilize the services of institutions and individuals with specific skills in solving problems of a nonrecurring nature, and to increase the fund of theoretical and practical knowledge.

History and description.—This program was initiated under the Manhattan district project in 1943 and has continued as newer problems have arisen and it became more evident that an ever-increasing fund of knowledge was desirable in the interests of the Atomic Energy Commission and of the Nation. Where participation is considered beneficial to the program, the cognizant AEC field offices are furnished funds and authorized to enter into contract with a college or university. Technical supervision is generally provided by the Washington office of the AEC. During the fiscal year 1949, funds in the amount of $848,750 were provided under this program to the Massachusetts Institute of Technology and the University of Illinois.

Legal authorization.—Atomic Energy Act, 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—$967,981.

(*b*) *Activity: Special training*

Purpose.—This program was designed to train qualified personnel in reactor technology and to enable the staff members of the Argonne National Laboratory to increase their professional competence in fields directly related to the work of the Atomic Energy Commission.

History and description.—A short course aimed primarily at the scientific postdoctorate level was undertaken during the fiscal year

[1] Under Public Laws 815 and 874, 81st Cong., the U. S. Office of Education provides assistance in the education of children of the employees and contractors not residing on Atomic Energy property.

1946. During the winter of 1950, a 6-months' course was initiated with emphasis switched to the engineering aspects of the atomic energy program. At the time of this writing the course is entering its first full year with an enrollment of 43 students. By the end of the fiscal year 1951 the enrollment will be increased to 75 students. This course consists of training in fundamental reactor technology theory and experiment during the first 6 months and on-the-job training for the last 6 months. The student body is comprised of recent college or university graduates and eligible employees of industry where such industry shows promise and interest in the atomic energy program.

Legal authorization.—Atomic Energy Act of 1946, Public Law 585, Seventy-ninth Congress, second session.

Obligations, fiscal year 1950.—Operating, $301,000.

B. Federal Security Agency

1. SUMMARY

With its constituent organic units in the fields of education, health, and welfare, the Federal Security Agency is outstanding among Federal agencies carrying out educational activities. The one agency in the Federal Government charged solely with educational responsibilities is the Office of Education, located in the Federal Security Agency. However, the actual concern of the Federal Government for serving the people through educational processes is much broader than the areas covered by the sole Federal agency specifically termed "educational." This fact is illustrated by statements appearing in the report of the Commissioner of Education for 1950 to the effect that less than 1 percent of the Federal expenditures for educational purposes is channeled through the Office of Education.

The broad educational purposes and emphases of the Federal Security Agency and its constituent agencies may be classified in two general categories: (*a*) Those activities which are designed primarily to assist the people of the United States and the several States in maintaining schools, school systems, colleges, universities, and other educational institutions and processes; and (*b*) those activities which use educational processes, and aid or encourage individuals and groups in using educational institutions and facilities, principally to achieve objectives other than strengthening the educational systems and institutions of the Nation.

The programs designed to serve the needs of education and the educational profession include most of the regular work of the Office of Education, which is concerned mainly with gathering and disseminating basic educational information, research, and consultative services. The primary activities of the Office fall into the following categories: Collection and analysis of statistics, administration of grants-in-aid, advice on school organization and administration, advice on methods of instruction, promotion, and improvement of the teaching profession, and exercise of international educational relations. Special attention is given to education for vocational competence and for international understanding. The Congress has also authorized the Office to administer programs designed to assist schools and school districts which have been adversely affected by certain types of Fed-

eral activity—such as the building or expanding of military and other Government installations or defense-related civilian production establishments which bring increased school-population burdens without commensurate increases in the tax income for the schools of the localities so affected.

The Public Health Service serves the needs of education by making funds available to medical schools and affiliated institutions for the construction of cancer and heart research facilities. Undergraduate teaching has been strengthened and improved in the cardiovascular, cancer, and mental-health fields, and assistance has been given to teaching programs in psychiatry and allied specialties in order to increase the inadequate supply of trained personnel in the mental-health disciplines.

Howard University and the Columbia Institution for the Deaf are special instances of the Federal Security Agency's direct concern in the field of higher education. Education of child patients at the United States Marine Hospital, Carville, La., is one phase of the total patient-care program at that institution. Other programs which, through grants-in-aid, are promoted or stimulated to further development, operate under Federal-State relationships in vocational education of less than college grade, and for the further endowment and maintenance of colleges of agriculture and mechanic arts.

Programs in the field of health designed to meet the needs of individuals or of groups include a variety of educational projects furthering the advancement of the science and profession of medicine and a still wider variety of projects in the field of public health. Advances in the medical sciences have been contingent upon intensive research on the one hand and the better preparation of professional personnel in wide areas of specialization on the other. The Public Health Service has fostered increasing opportunities for physicians, scientists, and operating personnel to increase their knowledge and capabilities in the health field and for highly skilled persons to conduct research basic to the needs of the medical sciences. Under authority of the Public Health Service Act, activities are conducted which relate both to the programs of educational institutions and to other types of training activity.

Grants and fellowships have been made available to provide research assistance to scientists whose projects have been recommended for approval by expert consultants and for which financial support is not otherwise available, and to provide for the support of scientifically and medically trained personnel in 1 or 2 years of research activity at both predoctoral and postdoctoral levels with a view to the development of greater numbers of competently trained investigators.

Training programs have been maintained for outstanding candidates in the fields of cancer, cardiovascular diseases, and psychiatry; and short-term institutes have been held to provide for the psychiatric orientation of physicians through grants to State mental health authorities and medical schools. Other training programs have been conducted for resident physicians where accredited opportunities were available in Public Health Service hospitals, for teaching of medical and dental interns, for the training of nurses in anesthesiology and in psychiatric care, for psychiatric aides, medical record librarians, and dietitians; all in Public Health Service hospitals where time given to training includes medical care of service beneficiaries. In addition,

allocations are made to States for payment of certain in-service training costs for personnel in State and local health work.

Other programs have been conducted in such public-health fields as engineering, health education, laboratory methods, diagnostic techniques, and public health administration. In accordance with the Philippine rehabilitation program, professional persons from the Philippines have been trained in public-health methods and administration, as have been Greek national specialists under fellowships available through the Economic Cooperation Administration. There are some types of training which cannot be provided within the Service without the duplication of facilities. Where these have been required for effective operation, personnel have been assigned to training in established educational and medical institutions outside the Public Health Service.

In order to provide certain Public Health Service officers with information which will enable them to discharge their responsibilities more effectively, these officers have been assigned to courses in radiological safety, medical aspects of nuclear energy, special weapons and radioactive isotopes, chemical warfare, radiological defense and associated subjects, as conducted by the Atomic Energy Commission and service schools of the Department of Defense. Other activities conducted by the Public Health Service have included consultation with training institutions and with professional groups, demonstration services in training situations, and visual-aid training. Educational materials have been developed by the Service for the improvement of teaching methods and teaching techniques in the mental-health disciplines. Special awards have been made to State health agencies, universities, hospitals, laboratories, institutions or professional nonprofit organizations for the conduct of special projects relative to the prevention, control, and eradication of cancer.

At St. Elizabeths Hospital medical interns and resident physicians in psychiatry have been trained in programs which provide a source of medical staff recruitment and which disseminate scientific information particularly on the care and treatment of mentally ill individuals. In addition, a student-nurse-training program has been conducted, and inexperienced personnel have been instructed in the duties of auxiliary employees in treating and caring for mental patients. At Freedman's Hospital, the medical-graduate-training program has included courses for resident staff physicians, graduate students in hospital administration, nurses, interns in dietetics, and interns in pharmacy.

In the field of public welfare, in-training programs have been maintained for professional employees of the Food and Drug Administration in improved methods of administering the laws of that agency. The Office of Vocational Rehabilitation participates in a State-Federal partnership to provide rehabilitation services to individuals who have physical or mental disabilities substantially handicapping employment. Services consist of vocational counseling and training, the provision of artificial appliances, and placement aid. In the Social Security Administration a program of supervision of students from schools of social work has supplemented the professional education of qualified graduates in field practice in administrative and research aspects of the school curriculum; and increased the number of persons available for positions in assistance programs. Postgraduate

education has been given to persons who have completed basic professional education in order to assist States in training workers to provide health services to mothers and children and to crippled children. Finally, a program involving educational leave, administered through State departments of public welfare using Federal funds has trained workers to provide child welfare services in areas predominantly rural, or in other areas of special need.

According to an estimate made in the Federal Security Agency, total obligations for the educational activities of that agency for the fiscal year 1950 amounted to about $70,089,436.

2. COLUMBIA INSTITUTION FOR THE DEAF

Activity: Primary, secondary, and higher education of deaf persons

Purpose.—Education of persons whose hearing is so impaired that they are unable to progress satisfactorily in schools and colleges for hearing students.

History and description.—Chartered by Congress in 1857, the Columbia Institution for the Deaf is composed of Kendall School, Gallaudet College, a normal training department and a research department. The Kendall School provides education for the deaf child from preschool age to college entrance, chiefly those residing in the District of Columbia and in neighboring States. Gallaudet College offers a 4-year liberal arts and science course and a bachelor's degree to those who qualify through entrance examinations. A preparatory year is provided those who have not completed a full high-school course. The normal training department trains hearing men and women college graduates in methods of teaching the deaf. The research department meets the needs for a central point where research can be carried on for the advancement of education for the deaf, particularly in improved techniques for teaching deaf children.

Total enrollment in 1950–51 is 319, representing 34 States, the District of Columbia, and several foreign countries. Of this total, 222 are registered in Gallaudet College, 83 in Kendall School, and 14 in the Normal Training Department. The institution is subsidized by congressional appropriation for about 75 percent of its annual expenses through the issuance of 145 Federal scholarships, the balance coming from tuition payments.

Legal authorization.—11 Stat. L. 161–162; 13 Stat. L. 45; and other supplementary acts.

Obligations, fiscal year 1950.—Operating, $395,095; administrative, $40,505.

3. FOOD AND DRUG ADMINISTRATION

Activity: In-service training programs for professional employees

Purpose.—To train inspectional, analytical, and supervisory personnel in improved methods of enforcing the Federal Food, Drug, and Cosmetic Act.

History and description.—The Food and Drug Administration operates an intensive in-service training program for all professional employees. The program is designed to improve methods of operation of the agency.

During 1950 special seminars were held for field personnel at Kansas City, New Orleans, Chicago, St. Louis, Minneapolis, and Washington,

D. C. The courses included study of improved techniques in the sanitary inspection of grain storage, handling and milling operations; improved analytical procedures in determining and evaluating microanalytical findings on grain and cereal products, inspection and examination of poultry-dressing plants to prepare inspectors without veterinary training to recognize insanitary plant conditions and diseased poultry; inspection of a shrimp-producing center to equip field analysts in the organoleptic and chemical examination of shrimp for decomposition; and two seminars, attended by line supervisors, for the development of field inspectors and chemists. Approximately 93 employees received instruction in these special courses in addition to the routine training given all employees.

Legal authorization.—Annual appropriation act.

Obligations, fiscal year 1950.—Salaries, transportation and per diem, and miscellaneous expenses of trainees and instructors are estimated at approximately $23,000.

4. HOWARD UNIVERSITY

Activity: Maintenance and operation of Howard University

Purpose.—Provision of an institution of higher learning primarily for the training of Negro youth in the arts, sciences, and professions.

History and description.—Founded under private auspices, Howard University was chartered on March 2, 1867 as a university for the education of youth in the liberal arts and sciences. Today it provides training in the liberal arts, graduate studies, medicine, dentistry, pharmacy, law, religion, social work, engineering and architecture, and music. It received its first appropriation from the Congress in 1879. In 1928 the Congress authorized annual appropriations.

During the academic year 1949–50, Howard University served 5,589 students from 40 States, 16 foreign countries, and 3 United States possessions. In addition to facilities already in existence, appropriations and contract authorizations are now available for 11 major construction projects, including buildings for the five professional schools: engineering, dentistry, music, medicine, and law; the three scientific departments: physics, biology, and zoology; two departments in the humanities: fine arts and the drama; and for additional dormitory facilities, substantial increases in the power plant equipment, and a building to house the administrative offices.

Legal authorization.—Annual appropriations authorized on December 13, 1928, H. R. 279, by an act to amend section 8 of an act entitled "An act to incorporate the Howard University in the District of Columbia," approved March 2, 1867, for the purpose of aiding "in the construction, development, improvement and maintenance of Howard University."

Obligations, fiscal year 1950.—Operating, $4,323,268; administrative, $545,394.

5. OFFICE OF EDUCATION

(*a*) *Activity: Administration of Federal endowment of land-grant colleges and universities*

Purpose.—To provide endowment and support for land-grant colleges and universities.

History and description.—The Morrill Act of 1862 set aside grants of land for the use of the respective States in establishing and main-

taining colleges of agriculture and mechanic arts. Subsequent legislation provided further endowment of the colleges of agriculture and mechanic arts through annual cash grants. Land-grant college funds are now received by all the 48 States and 3 Territories for 69 institutions, 17 of which are solely for Negroes. The Federal contribution to the cost of resident instruction in land-grant colleges now amounts to approximately one-twenty-fifth of such cost. The remainder is provided by direct appropriation in the States and Territories or through income from endowments and student payments.

Legal authorization.—Morrill Act of 1862 and subsequent related acts.

Obligations, fiscal year 1950.—Operating, $5,030,000; administrative, $8,494.

(*b*) *Activity: Administration of the basic statutory function of the Office of Education*

Purpose.—To collect and disseminate facts concerning education in the United States, its Territories, and foreign countries.

History and description.—The basic program of the Office of Education was established by act of Congress in 1867. Additional responsibilities have been added by legislation and Executive orders. The Office has a statutory mandate to gather and disseminate basic educational data; conduct research in the fields of administration, instruction, and curriculum and furnish consultative services to schools, colleges, and universities. The activities are carried out through its Division of State and Local School Systems, Division of Higher Education, and Division of Vocational Education.

Legal authorization.—Office of Education, act of 1867; National Vocational Education Acts: 20 U. S. C. 1; 20 U. S. C. 11–28, 29–33, respectively.

Obligations, fiscal year 1950.—Administrative, $1,924,720.

(*c*) *Activity: Cataloging of United States Government films as a special educational service*

Purpose.—To compile information on United States Government films; to catalog such information; and to publish the catalog.

History and description.—Since February 1950, the Office of Education has served as a clearing house of information on all Government films in the field of education (Bureau of the Budget Circular a-21). Government agencies are required to report all films produced by them to the Office of Education, which prepares and disseminates periodically a catalog of such films. Library of Congress catalog cards covering these items are also made available.

Legal authorization.—Budget Bureau Circular A-21.

Obligations, fiscal year 1950.—Administrative, $515.

(*d*) *Activity: Evaluation of audio-visual training aids of the Department of the Navy as a special educational service*

Purpose.—To evaluate existing audio-visual training aids of the Navy.

History and description.—Through cooperative agreement with the Department of the Navy arranged in 1948, the Office of Education has developed a program of evaluation of audio-visual training aids used by the Navy. This activity has been carried on by contract with three educational institutions: Central Washington College of

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Education, Stanford University, and Iowa State University. Principal research emphasis has been placed on (1) the production of "homemade" training aids, (2) training aids for instructor training, and (3) audio-visual aids for the teaching of citizenship.

Legal authorization.—Transfer from the Department of the Navy.

Obligations, fiscal year 1950.—Operating $26,000; administrative, $1,753.

(*e*) *Activity: Federal-State vocational education program*

Purpose.—"To fit for useful employment," i. e., to impart knowledge and to develop skills, abilities, and working habits needed by workers to make progress in employment.

History and description.—The program of vocational education of less than college grade in the United States has been developed in conformity with the provisions of Public Law 347, Sixty-fourth Congress, 1917 (the Smith-Hughes Act), and supplementary legislation enacted from time to time. The latest of the basic acts is the George-Barden Act of 1946. These laws were enacted for the purpose of promoting and developing vocational education on a cooperative Federal-State basis. They provide for the support of vocational education of less than college grade for farmers, homemakers, tradesmen, and workers in distributive occupations in a variety of institutions located in many different places. Some of the participating institutions train full-time workers in evening classes; others part-time workers in day classes, high-school students in day schools, and teachers in colleges and universities. An additional program of occupational information and guidance for youth and adults is provided.

About half of the public secondary schools of the country conduct at least one program of vocational education. Approximately 9,000 schools offer classes in vocational agriculture; another 1,000 in the distributive occupations; about 9,800 in home economics; and about 3,000 in trades and industries.

Legal authorization.—Smith-Hughes and George-Barden Acts: Code reference: 20 U. S. C., sections 11–28, 29–33 supplementary acts; 20 U. S. C., sections 15 i–15 q.

Obligations, fiscal year 1950.—Operating, $27,127,882; administrative, $531,914.

(*f*) *Activity: International exchange program for teachers and trainees (occupied areas)*

Purpose.—To provide an opportunity for German, Austrian, Japanese, and Ryukyuan educational leaders to observe American educational methods.

History and description.—Through funds appropriated to the Department of State and to the Department of the Army, German, Austrian, Japanese, and Ryukyuan leaders in various fields of education have for several years been brought to the United States for periods varying from 60 days to 6 months, in order to study and observe American education in its various forms.

Legal authorization.—German: Transfer from Army, fiscal year 1949; transfer from State Department, fiscal year 1950. Japan, Austria, Ryukyuan Islands: Transfer from Army, fiscal years 1949 and 1950.

Obligations, fiscal year 1950.—Operating, $174,743; administrative, $22,607.

(*g*) *Activity: International exchange program for teachers, trainees, and students (other countries)*

Purpose.—To provide for the exchange of educational personnel with other countries.

History and description.—Under a series of authorizations, including the Convention for the Promotion of Inter-American Cultural Relations (1936) and the Smith-Mundt Act of 1948 (Public Law 402, 80th Cong.), the Fulbright Act of 1946 (Public Law 584, 79th Cong.), provision is made for the exchange of teachers and other personnel with other countries. Funds are appropriated directly to the Department of State for the long-range program of exchange of graduate students under the Buenos Aires Convention and the interchange of teachers under the Smith-Mundt Act. Exchanges under the Fulbright Act are provided through dollar credits resulting from the sale of surplus United States war supplies in foreign countries and made available within stipulated limits. The Office of Education administers these programs through a transfer of funds from the Department of State.

Legal authorization.—Transfer from Department of State (Buenos Aires Convention, Smith-Mundt Act, Fulbright Act).

Obligations, fiscal year 1950.—Operating, $299,085; administrative, $77,305.

(*h*) *Activity: Maintenance of the National Scientific Register*

Purpose.—To provide a national register of scientific and technical personnel for defense and other purposes.

History and description.—For about 2 years, through cooperative agreement with the National Security Resources Board, the Office of Education has operated the National Scientific Register to develop a roster of scientific and technical personnel for use in determining supply and demand in respective scientific and technical fields, and for use in determining national policy regarding the utilization of this personnel.

Legal authorization.—Transfer from National Security Resources Board.

Obligations, fiscal year 1950.—Administrative, $5,875.

(*i*) *Activity: Production of visual aids to instruction on mental health as a special educational service*

Purpose.—To assist the National Institute of Mental Health in the production of films and other visual aids to instruction.

History and description.—Through cooperative agreement with the Public Health Service, the Office of Education directed the production by private contract of the film Preface to a Life for use in schools, colleges, and universities, and by parents and other groups interested in the field of mental health. In addition, other visual aids to instruction in the field of mental health have been prepared and produced under the same cooperative agreement.

Legal authorization.—Transfer from Public Health Service.

Obligations, fiscal year 1950.—Operating, $4,462; administrative, $3,421.

(*j*) *Activity: Program of school assistance in federally affected areas*

Purpose.—To provide assistance to schools particularly affected by Federal activities.

History and description.—Public Law 306 (81st Cong.) provided for the continuance of Federal assistance to local school agencies similar to that authorized under the Lanham Act and other legislation during and since World War II. It was designed to assist local school authorities in providing educational opportunities for children residing (*a*) on Federal reservations or on other federally owned property, or (*b*) within the boundaries of local school districts overburdened financially by defense-incurred school enrollments or reductions in school revenues resulting from the acquisition or ownership of land by the United States. The Administrator of the General Services Administration was authorized to make Federal contributions to such local agencies as were eligible, not to exceed the actual maintenance and operating deficit incurred during the 1949–50 school year. Reorganization Plan No. 16, effective May 24, 1950, transferred these functions to the Federal Security Administrator. The policies established by the General Services Administration relative to determining eligibility, allotting funds, and settlement of projects, were continued in effect.

Following a thorough study of school conditions in federally affected areas by the House Committee on Education and Labor, the Eighty-first Congress enacted Public Laws 815 and 874. Title II of Public Law 815 provides Federal assistance for school construction in areas affected by Federal activities. Public Law 874 provides Federal assistance for current operating purposes for schools in federally affected areas. Both of these laws are administered by the United States Commissioner of Education. They concentrate in one agency the administrative responsibilities pertaining to these schools which were formerly dispersed among a number of Federal agencies.

Legal authorization for activities in 1950.—Public Law 306, Eighty-first Congress, and Reorganization Plan No. 16 of 1950.

Obligations, fiscal year 1950.—Operating, $369,622; administrative, $4,550.

(*k*) *Activity: Surplus property utilization program*

Purpose.—To provide for disposal of surplus Federal property to nonprofit schools, school systems, colleges, and institutions.

History and description.—The Surplus Property Act of 1944 provided for transfers of personal property to health and educational institutions at discount from fair value; and for donation of personal property to such institutions where the administrative costs of other disposal exceeded the recoverable value. Under prior statutes, the Armed Forces were authorized to donate to educational institutions surplus and obsolete machines, tools, mechanical equipment, electronics, and aeronautical equipment which were needed and usable for instructional purposes.

Since October 1, 1946, the United States Office of Education has determined the educational need for such property and has provided for equitable distribution throughout the United States and its Territories and possessions by allocation of the surplus among the various States. In June 1948 the Eightieth Congress (Public Law 889) broadened the authorization for the armed services to donate

personal property to schools, colleges, and universities upon determination by the Commissioner of Education that such property was needed and usable for educational purposes. Public Law 152 (81st Cong., June 30, 1949), made surplus personal property of all executive agencies available for educational use by donation to educational institutions. Public Law 754 (81st Cong., September 5, 1950), made surplus personal property of all executive agencies donable also for public-health purposes.

Legal authorization.—Transfer from Federal Works Agency under section 203 (j) of the Federal Property and Administrative Services Act of 1949, Public Law 889, Eightieth Congress.

Obligations, fiscal year 1950.—Administrative $275,233.

(*l*) *Activity: Veterans' educational facilities program*

Purpose.—To provide certification by the Commissioner of Education to the Federal Works Agency of the need of institutions of higher learning for war surplus buildings and equipment.

History and description.—Public Law 697, Seventy-ninth Congress, directed the Commissioner of Education to ascertain the need for surplus war materials for use on college campuses and to certify such need to the Administrator of the Federal Works Agency for necessary action in making such war surplus available for instructional purposes. The major portion of the activities of the Office of Education during the fiscal year 1950, in connection with the veterans' educational facilities program, was devoted to preparing summary reports and organizing records.

Legal authorization.—Transfer from Federal Works Agency, Public Law 697, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Administrative, $9,872.93.

(*m*) *Activity: Vocational education program for the Virgin Islands*

Purpose.—To provide funds for a program of vocational education in the Virgin Islands.

History and description.—Public Law 462 of the Eighty-first Congress provided for the extension of Federal support for vocational education to the Virgin Islands in the form of a direct grant with insular matching. The Commissioner of Education is authorized to apportion funds among four vocational fields according to his judgment.

Legal authorization.—Public Law 462, Eighty-first Congress.

Obligations, fiscal year, 1950.—The program was administered from funds available to the Division of Vocational Education, Office of Education.

6. OFFICE OF VOCATIONAL REHABILITATION

Activity: Vocational rehabilitation of civilians

Purpose.—The vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment.

History and description.—The first Vocational Rehabilitation Act, passed in 1920, provided limited services in vocational training, counseling and placement. In 1943 the Seventy-eighth Congress, spurred by manpower needs, authorized a greatly expanded rehabilitation program (Public Law 113) to be carried out in partnership with the States.

The States assume responsibility for providing rehabilitation services to individuals with physical or mental disabilities constituting a substantial handicap to employment; and receive grants covering 100 percent of the costs of administration, vocational guidance and placement services, and 50 percent of the costs of medical and psychiatric examinations, hospitalization, surgery and medical treatment, prosthetic appliances, transportation, occupational tools and equipment, occupational licenses, training and training materials, and maintenance during the period of the rehabilitation process. The Office of Vocational Rehabilitation and its representatives in the 10 regional offices of the Federal Security Agency certify the grants required by the State programs; and supply leadership and technical assistance.

All of the 48 States, the District of Columbia, Hawaii, Puerto Rico, and Alaska have utilized the provisions of the Vocational Rehabilitation Act. Thirty-five States have agencies handling rehabilitation of the blind and separate agencies handling the rehabilitation of other disability groups. Altogether there are 87 such agencies. During the fiscal year 1950, 59,597 individuals were fully rehabilitated. In addition 11,946 were employed on June 30 but were still under observation to assure proper job adjustment, and 13,375 others were ready for jobs. During that year 48,529 individuals were provided training on the job or in educational institutions.

The Federal share of expenditures specifically for training purposes during the fiscal year 1950 amounted to $3,198,085 or 15.7 percent of the total of $20,340,142 in Federal funds expended for vocational rehabilitation during that period.

Legal authorization.—Vocational Rehabilitation Act (29 U. S. C., ch. 4).

Obligations, fiscal year 1950.—Operating $18,623,756; administrative, $1,716,386.

7. PUBLIC HEALTH SERVICE

(*a*) *Activity: Basic psychiatric nurse-training program of the Division of Hospitals, Nursing Branch*

Purpose.—To supplement the training and education of students enrolled in basic programs for nurses.

History and description.—The United States Public Health Service Hospital in Fort Worth, Tex., set up a 12-week program of teaching and supervised experience in psychiatric nursing in 1944. This program, which constitutes a unit within the basic program for preparation of professional nurses, includes formal class instruction in psychiatry and psychiatric nursing, demonstration of nursing procedure, case study and conferences, supervised care of different types of patients, and observation of and assistance with physical recreation and occupational therapy. Upon completion, a transcript of the trainees' experience and an evaluation of their development is returned to the school of nursing in which they are enrolled as students. An average of 15 students quarterly receive this training.

Legal authorization.—5 U. S. C. 1055; chapter ZI, part 27, section 27.2, Civil Service Regulations.

Obligations, fiscal year 1950.—Operating, $9,814.

(*b*) *Activity: Cancer control special projects grant program, in cooperation with State health agencies, universities, hospitals and other institutions*

Purpose.—To provide special project grants to State health agencies, universities, hospitals, laboratories, institutions or professional nonprofit organizations for carrying out specific programs including training programs relating to the prevention,c ontrol, and eradication of cancer.

History and description.—In 1947, on the recommendation of the National Advisory Cancer Council, a program of special grants to State health agencies, universities, hospitals, laboratories, and professional nonprofit organizations was set up to encourage cancer-control programs. Grantees receive initial support with the understanding that continuing support will have to come from their own State-appropriated funds, voluntary agencies or other sources. The National Advisory Cancer Council reviews these grant applications. Grants are made for a period of 1 year, subject to another review if continuation is requested.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating, $1,000,000; administrative, $5,000.

(*c*) *Activity: Dental internship program of the Division of Hospitals*

Purpose.—To provide dental training.

History and description.—Since 1929 a program of dental internships, complying with the standards of the Council on Dental Education of the American Dental Association, has been developed. Thirty-two such internships are now offered in ten marine hospitals.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—The cost of this program is carried as part of the operating cost of the Division of Hospitals. Dental care of Service beneficiaries occupies 85 to 90 percent of the intern's time.

(*d*) *Activity: Dietetic internship program of the Division of Hospitals*

Purpose.—To train dietitians.

History and description.—The dietetic internship training program was started in 1945 at the United States Marine Hospital, Staten Island, and was approved by the American Dietetic Association in October 1946. Twelve interns are accepted for 12 months' training each year, including 2 months affiliation at an outside hospital for supplementary experience. Until July 1949, the affiliation experience was given at Johns Hopkins Hospital, Baltimore, Md.; since then at Georgetown University Hospital, Washington, D. C. The program includes formal class instruction, seminars on dietetic subjects, medical lectures, and conducted tours of other hospitals and food production units in the New York area. The hospital program includes experience in the main kitchen, special diet kitchen, cafeterias and dining rooms, on the wards and in the out-patient clinic. Upon completion of the training, interns become commissioned officers in the Reserve Corps of the Public Health Service and may apply for appointment to staff positions in the Public Health Service hospitals.

Legal authorization.—5 U. S. C. 1055; chapter ZI, part 27 section 27.2, Civil Service Regulations.

Obligations, fiscal year 1950.—Operating, $100; administrative, $5,166.

(*e*) *Activity: Education of child patients at the United States Marine Hospital, Carville, La., under the direction of the Division of Hospitals*

Purpose.—To provide normal primary and secondary education for long-term child patients at the Carville, La., Hospital (National Leprosarium).

History and description.—Elementary and secondary education for school-age children who are patients at the Carville Hospital has been provided for a number of years as one phase of a total patient-care program. In 1950 there were 2 teachers giving instruction to 25 patients.

Legal authorization.—Public Health Service Act (42 U. S. C. 248 (a)).

Obligations, fiscal year 1950.—Operating, $7,650.

(*f*) *Activity: Freedmen's Hospital program of nurse training, internship and residency, in cooperation with Howard University and other institutions*

Purpose.—To provide professional training in the fields of nursing, hospital administration, dietetics, pharmacy, medical social work, and medicine.

History and description.—For several years Freedmen's Hospital School of Nursing has provided a 3-year course in nursing and allied arts to high-school graduates and students with college credits. Student nurses affiliate at Howard University for instruction in biological, nutritional, and physical sciences. Experience in psychiatric nursing is given at St. Elizabeths Hospital and in public-health nursing with the Instructive Visiting Nurse Society.

The hospital maintains a medical graduate-training program for intern and resident staffs and various appointees of the School of Medicine, Howard University, in the following approved services: internship, dermatology, and syphilology, internal medicine, neurology, obstetrics, and gynecology, orthopedic surgery, pediatrics, pulmonary diseases, surgery, and urology. It also offers two 12-month hospital residences providing on-the-job training to students who have satisfactorily completed their academic training for masters' degrees in hospital administration. The School of Dietetics offers a 12-month internship to applicants holding a baccalaureate degree in home economics from an approved college, and the hospital joins with the Howard University College of Pharmacy in offering two 1-year internships in pharmacy, which include a period of organized training certified by the Division of Hospital Pharmacy and the American Pharmaceutical Association.

Legal authorization.—Annual appropriation for Freedmen's Hospital.

Obligations, fiscal year 1950.—Operating, $213,956.

(*g*) *Activity: Grants program for the construction of research facilities at educational institutions.*

Purpose.—Construction of cancer and heart-research facilities.

History and description.—In the 1948 Appropriation Act, $2,303,000 was granted to the National Cancer Institute for the construction of research facilities. Further appropriations of $8,000,000 in contract authority in 1949, and $6,000,000 in contract authority in 1950, were made by Congress to the same institute. These funds have been allocated to 47 medical schools and affiliated institutions representing 27 States and the District of Columbia. The first construction grant funds for the National Heart Institute were provided in the 1950 Appropriation Act in the amount of $1,600,000 in cash and $4,459,000 in contract authority, allocated to 26 institutions representing 17 States. The 1951 Appropriations Act provided no funds for new construction grants. Applications for grants are reviewed by the appropriate advisory council and approved by the Surgeon General.

Legal authorization.—Public Law 639, Eightieth Congress, and Public Law 141, Eighty-first Congress.

(*h*) *Activity: Greek training project of the Division of International Health*

Purpose.—Training Greek nationalists in public-health methods and administration.

History and description.—The Greek training program started in 1949 with five fellowships set up by the Department of State under Public Law 75, Eightieth Congress. Public Law 472, Eightieth Congress, authorized the training program under the Economic Cooperation Administration. Of the 19 awards granted, 6 were 1-year study awards and 13 were travel awards. The latter provide for observation of outstanding health activities in various parts of the United States while the study awards cover academic training in schools of public health in the trainees' special fields.

Legal authorization.—7 U. S. C. 612 (c); 22 U. S. C. 286b (a); 22 U. S. C. 1401–1410; 22 U. S. C. 1501–1546.

Obligations, fiscal year 1950.—Operating, $52,498; administrative, $7,350.

(*i*) *Activity: Medical internship program of the Division of Hospitals*

Purpose.—To provide medical training.

History and description.—The program of medical internships began in the early 1920's with 15 to 20 interns, increased to 62 in 1929, 84 in the early 1930's, and 122 in 1946 in the 11 marine hospitals. Growth has been dependent upon the development of qualified personnel to supervise the programs in accordance with the standards set forth by the Council on Medical Education and Hospitals of the American Medical Association, and has varied with the size and training facilities of the hospitals. The marine hospital at Staten Island, N. Y., with a normal operating bed capacity of over 750, is able to utilize 30 interns on rotating assignments. Medium-sized hospitals average 350 patients and between 10 to 12 interns. The smallest hospitals in which interns are trained have about 175 patients and utilize six interns.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—The cost of this program is carried as part of the operating cost of the Division of Hospitals. Medical care of Service beneficiaries occupies 85 to 90 percent of the interns' time.

(*j*) *Activity: Medical Record Library Science School of the Division of Hospitals*

Purpose.—To train medical-record librarians.

History and description.—In 1950 the Public Health Service established a training course for medical record librarians designed to provide persons skilled in reviewing the entire record of hospital patients, developing indexes, statistics and other permanent reference material on the hospital's performance. The medical record library science training program at the Baltimore Marine Hospital is a 50-week course and includes 2 hours of daily classroom instruction in the fundamentals of medical science, of hospital organization and management, and the theory of medical records. Additional outpatient experience is gathered at the United States Public Health Service Out-Patient Clinic, Washington, D. C., and in obstetrical and pediatric services through affiliation with the Johns Hopkins University Hospital. Seven student medical record librarians received training in 1950.

Legal authorization.—5 U. S. C. 1055; chapter ZI, part 27, section 27.2, Civil Service Regulations.

Obligations, fiscal year 1950.—Operating, $3,500.

(*k*) *Activity: Mental health consultation and demonstration services program, in cooperation with training institutions and professional organizations*

Purpose.—To consult with training institutions and professional organizations concerning curriculum development and modification of training procedures and techniques; to provide demonstration services in training of psychiatric aides; and to develop visual aid training and educational materials.

History and description.—The program was authorized by the passage of the National Mental Health Act (Public Law 487, 79th Cong.) in 1946. Responsibility for its administration was assigned to the Division of Mental Hygiene (later the National Institute of Mental Health). Grants to professional organizations for the forumulation of standards in the teaching of mental health disciplines were made first in 1948; consultation with the training centers and conferences of professional groups were held for the improvement of teaching methods and development of teaching techniques.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating, $93,474; administrative, $2,500.

(*l*) *Activity: Mental Health Training Institute program, in cooperation with State health agencies and Medical schools*

Purpose.—To sponsor short-term institutes for the psychiatric orientation of physicians, public health officers, and other mental health workers through grants to State mental health authorities, medical schools, and others.

History and description.—The program was authorized by the passage of the National Mental Health Act (Public Law 487, 79th Cong.)

in 1946. Responsibility for its administration was assigned to the Division of Mental Hygiene (later the National Institute of Mental Health). Plans for the sponsorship of institutes are developed through consultation of National Institute of Mental Health specialists with State mental health authorities, medical schools and other responsible groups. Grants are made through the regular grant mechanism. The grantee is responsible for the administration of the institute with the consultation and assistance of the National Institute of Mental Health specialists where necessary. Grants for short-term institutes were begun in the fiscal year 1948. Eight institutes with attendance ranging from 25 to 70 were held during the fiscal year 1950.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating, $31,848.

(*m*) *Activity: Participation in radiological safety and related training courses offered by the Atomic Energy Commission, the Armed Forces special weapons project, and service schools of the Army, Navy, and Air Force*

Purpose.—To provide officers in the Public Health Service, with technical information which will enable them to discharge the responsibilities of the Public Health Service with respect to radiological and related health problems.

History and description.—By assigning selected officers to each of the courses offered, the Public Health Service has participated in the following programs since the Bikini tests in 1946: (1) a 5-day indoctrination course in the medical aspects of nuclear energy, offered by the Army Medical Center, Washington, D. C., providing general information on the medical aspects of atomic bursts, the use of radioactive isotopes, and civil defense measures against atomic bombing. (2) A 5-day special weapons and radioactive isotopes course, offered by the Naval Medical Center, Bethesda, Md., covering substantially the same material as the course just described. (3) A 9-month fellowship training program sponsored by the Atomic Energy Commission and the Armed Forces special weapons project providing 6 months of academic work in the technical aspects of atomic energy at one of the Commission's regional training centers, and 3 months of practical training in the Health Physics Division of the Oak Ridge Laboratory. (4) A 5-day orientation course conducted by the Army Chemical Corps at Camp Detrick, Md., classified as secret. (5) A 6-week radiological defense course offered by the Department of the Army at Edgewood, Md.; the Navy at Treasure Island, Calif.; and the Air Force at Biloxi, Miss., for technical personnel, especially engineering officers, in the application of radiological defense measures, with emphasis on evaluation of hazards and use of radiation detection equipment. (6) A 3-week indoctrination course in chemical warfare, radiological defense, and associated subjects, conducted by the naval unit of the Army Chemical Center, Edgewood, Md., for medical officers, nurses, veterinarians, and scientists. (7) A 3-year educational program in radiological safety, sponsored by the Armed Forces special weapons project; conducted at the United States Naval Postgraduate School, Annapolis, Md., and selected civilian universities, designed to provide selected officers with advanced training in the highly technical aspects of radiological safety, to prepare them to develop and supervise State and local programs for radiological safety.

Legal authorization.—Sections 203, 218, and 301 of the Public Health Service Act, as amended (Public Law 410, 78th Cong., 58 Stat. 682); C. G. 87935, August 29, 1949.

Obligations, fiscal year 1950.—Administrative costs, estimated at $933.60. Operating costs, estimated at $114,450, include salaries, and in most cases per diem, travel, and change of station allowances, tuition, and fees of the 227 officers attending these courses.

(*n*) *Activity: Philippine rehabilitation program of the Division of International Health*

Purpose.—To train Filipinos in public health methods and administration.

History and description.—Initiated in 1947, this program has provided training for 100 Philippine doctors, nurses, sanitary engineers, nutritionists, laboratory workers, etc. Of these trainees, 72 have returned to the Philippine Islands and are participating in its public health work and 5 have completed travel fellowships providing for observation of outstanding health activities in various parts of the United States. The remaining 23 have been placed in schools of public health for an academic year of training in their various fields of responsibility.

Legal authorization.—Philippine Rehabilitation Act of 1946 (50 U. S. C. 1791).

Obligations, fiscal year 1950.—Operating, $117,000; administrative, $14,229.

(*o*) *Activity: Public Health Service research fellowship program for scientifically and medically trained personnel*

Purpose.—To provide stipends and tuition payments for the support of scientifically and medically trained personnel in 1 or 2 years of research activity to increase the number of trained investigators in medical research.

History and description.—In 1945, it became evident that the junior personnel engaged upon Office of Scientific Research and Development projects would find no further support for their scientific training unless fellowship support became available. The authority provided in the Public Health Service Act permitted the establishment of a research fellowship program for the assistance of scientists interested in medical and allied fields of research, both here and abroad. The levels of education covered are predoctoral and postdoctoral. Most of the predoctoral research fellows are registered for the Ph. D. degree and have already attained the master's degree or its equivalent. The postdoctoral group includes research fellows who have recently obtained their doctoral degrees, and special research fellows who are established but particularly competent and productive scientists who wish 1 or 2 years further specialized training in advanced research in the United States or abroad. Fellowships were granted to 470 persons in 1950.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6 A).

Obligations, fiscal year 1950.—Operating, $1,377,500; administrative, $72,500.

(*p*) *Activity: Public Health Service research-grants program for cancer, heart, dental, mental health, and general research*

Purpose.—To provide financial aid to scientists whose research projects in cancer, heart, dental, mental health and other fields have

been recommended for approval by consultants of the Public Health Service and for which financial support is not otherwise available.

History and description.—When the Committee on Medical Research of the Office of Scientific Research and Development was liquidated in 1945, approximately 50 research projects in medical and related scientific fields were transferred to the Public Health Service for continuation. Upon transfer of these projects the Public Health Service set up a research-grants program under the authority provided in Public Law 410, Seventy-eighth Congress, to extend research assistance to scientists in medical and related scientific fields. The program is administered by the Division of Research Grants and Fellowships in cooperation with the grant branches of the categorical institutes having appropriations for research grants. Technical review and evaluation of applications is provided by 18 study sections of consultants in the scientific fields covered and by national advisory councils charged by Congress with recommending those grants that may be paid by the Surgeon General. There are approximately 1,000 grants active at one time affecting about 6,000 persons.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating, $10,710,927; administrative, $535,540.

(*q*) *Activity: Public Health Service teaching-grants program for medical and dental schools and other training institutions*

Purpose.—To improve undergraduate teaching in the cardiovascular, cancer, and mental health fields, and to provide financial assistance to teaching programs in psychiatry and allied specialties in order to increase the supply of personnel trained in the mental-health disciplines.

History and description.—In 1946 the National Cancer Institute of the Public Health Service established the cancer-training-grants program to medical and dental schools under the authority of the Public Health Service Act. The National Advisory Cancer Council reviews and certifies its approval of grant applications to the Surgeon General for a period of 1 year. The process is repeated on continuation grants. Four-year medical schools may receive grants not exceeding $25,000, 2-year medical schools and dental schools grants not exceeding $5,000.

The heart training grants program was initiated in fiscal 1949, but money was not available for awards until fiscal 1950. Available funds were prorated, giving $14,000 annually to 4-year medical schools and $8,000 to 2-year medical schools applying for funds.

The mental health training grants program was authorized by the passage of the National Mental Health Act (Public Law 487, 79th Cong.). The Division of Mental Hygiene (later the National Institute of Mental Health) was assigned responsibility for its administration. Grants were made in the fiscal year 1948 to training institutions for the support of teaching of psychiatry, clinical psychology, psychiatric social work and psychiatric nursing. In the fiscal year 1950, grant support was extended to medical schools for undergraduate teaching in psychiatry and to schools of public health for teaching of mental hygiene.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating, $4,863,193; administrative, $78,307.

(*r*) *Activity: Public Health Service traineeship program*

Purpose.—To provide financial assistance for the training and maintenance of qualified candidates in the fields of cancer, cardiovascular diseases, or psychiatry and allied disciplines to increase the supply of specialized personnel.

History and description.—The cancer, heart, and mental health traineeship programs were initiated in 1948 and 1949 to provide training for qualified candidates in prevention, diagnosis, and treatment of cancer or cardiovascular diseases and for training in fields of psychiatry, to meet the need for personnel trained in the latest methods and procedures developed and used in the clinical field. In 1950, the National Cancer Institute awarded 104 traineeships, the National Heart Institute awarded 51, and the National Institute of Mental Health, 482.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—Operating $1,386,874; administrative, $38,126.

(*s*) *Activity: Residency training program in Public Health Service hospitals*

Purpose.—To provide medical training.

History and description.—Although several hospitals in the Public Health Service were accredited for training programs in the late 1930's, no organized training programs were developed until 1946, when existing residencies in psychiatry at Lexington, Fort Worth, and Ellis Island were placed on a formal basis and eight other Service hospitals developed residency training programs in accordance with opportunities available for teaching. The number of residencies varies in different hospitals from Staten Island Hospital with residencies in internal medicine, surgery, orthopedics, urology, opthalmology and otolaryngology, dermatology and syphilology, pathology, radiology, anesthesiology, and psychiatry to Seattle and San Francisco Marine Hospitals with limited residencies in general medicine and surgery.

Legal authorization.—Public Health Service Act (42 U. S. C. ch. 6A).

Obligations, fiscal year 1950.—The cost of operating this program is carried by the operating budget of the Division of Hospitals. Medical care of Service beneficiaries occupies 85 to 90 percent of the residents' time.

(*t*) *Activity: Teaching program for psychiatric aides of the Division of Hospitals, Nursing Branch*

Purpose.—To train aides in the care of psychiatric patients.

History and description.—In 1948 the United States Public Health Service hospitals in Fort Worth, Tex., and Lexington, Ky., developed 11-month in-service training programs for psychiatric aides, designed to improve patient care by providing organized and supervised on-the-job training to selected trainees. Nursing classes and demonstrations are coordinated with supervised experience. The course includes the elementary principles of supervision and the care and protection of the withdrawn, overemotional, and anxious patients, as well as those with organic diseases. Upon satisfactory completion of the training period, a certificate is awarded. The number of persons receiving training in 1950 was 142.

Legal authorization.—5 U. S. C. 1055; chapter ZI, part 27, section 27.2, Civil Service Regulations.

Obligations, fiscal year 1950.—Operating, $19,514.

(*u*) *Activity: Training in anesthesiology by the Nursing Branch, Division of Hospitals*

Purpose.—To prepare nurses for assignment as anesthetists in marine hospitals.

History and description.—In June 1940, in-service training of selected nurses as anesthetists was organized as a course of study standardized to meet requirements for membership in the American Association of Nurse Anesthetists. The first courses were of 6 months' duration, and have been revised upward as the standards of the association were revised. The present program is a 1-year course in the principles and practices of anesthesiology. Nurses who successfully complete the course are prepared to serve as anesthetists in Public Health Service hospitals; and are eligible to take the examination required for membership in the American Association of Nurse Anesthetists.

Four nurses were trained in 1949 and three in 1950.

Legal authorization.—5 U. S. C. 1055; chapter ZI, part 27, section 27.2, Civil Service Regulations.

Obligations, fiscal year 1950.—Operating, $5,508.

(*v*) *Activity: Training program for Public Health Service personnel in educational and medical institutions outside the Service*

Purpose.—To provide certain types of training required for effective operation of Service programs not available within the Public Health Service without duplicating the facilities and assuming the responsibilities of universities and professional schools.

History and description.—For a number of years the Public Health Service has assigned a limited number of persons to outside institutions for special training. In the fiscal year 1950, 134 persons were assigned to such courses ranging in length from 3 days to 12 months.

Legal authorization.—Sections 203, 218, and 301 of the Public Health Service Act, as amended (Public Law 410, 78th Cong., 58 Stat. 682); C. G. 87935, August 29, 1949.

Obligations, fiscal year 1950.—Administrative costs, estimated at $2,500, covered the part-time salaries of personnel who screened and selected the trainees, made the arrangements with educational institutions, checked the progress of trainees, etc. Operating costs, estimated at $360,000 covered salaries of trainees and any travel, per diem and change of station allowances, tuition, and fees paid by the Service in connection with their training.

(*w*) *Activity: Training program for State and local public health personnel*

Purpose.—To assist the States in the extension and improvement of their public health services.

History and description.—Title VI of the Social Security Act of 1935 and section 314 of the Public Health Service Act of 1944 authorized expenditure of Federal funds for training personnel in State and local health work. Beginning in 1940, Public Health Service regulations no longer stipulated the amounts allotted exclusively for training purposes, and States were free to decide, subject to Federal approval,

the sum to be so expended. Allocations are made to States on the basis of population, financial need, and extent of special problems. States in turn make payment to trainees for stipends and travel, and to schools and other institutions for tuition, etc. Federal grants are matched by State and local funds. In 1950, 2,329 persons received training, including 243 physicians, 1,604 nurses, 97 engineers and sanitarians, and 385 other personnel.

Legal authorization.—Section 314 of the Public Health Service Act (42 U. S. C. 246).

Obligations, fiscal year 1950.—Operating, $2,018,000.

(*x*) *Activity: Training program in public health work of the Communicable Disease Center*

Purpose.—In-service field training for personnel in State and local public health work and the development of improved training practices.

History and description.—This program was begun in 1945 with the establishment of a training center in environmental sanitation at Atlanta, Ga., and two "satellite" field training stations in smaller Georgia communities. It was expanded rapidly to include field training in a number of public health fields such as sanitary engineering, public health education, laboratory methods, diagnostic techniques, and public health administration in nine training centers.

The Communicable Disease Center, established in 1946, conducts specialized training programs and integrates a program for training its own personnel with the programs for training State and local personnel using the same training facilities. The types of training provided in these programs has required the production of such training aids as strip films, pamphlets, motion pictures and other audio-visual media, and the development of improved training techniques. These tools and techniques have also been used by universities and colleges offering courses in public health, by other institutions, and by the States and local governments establishing their own training activities. During 1949 and 1950, 2,124 persons received training in environmental sanitation, sanitary engineering, public health education, insect and rodent control, milk and food sanitation, water pollution control, and individual or special training courses.

Legal authorization.—Public Health Service Act, as amended (42 U. S. C. ch. 6A); annual appropriation, control of communicable diseases, and assistance to States, general.

Obligations, fiscal year 1950.—Operating, $724,751; administrative, $56,851.

8. ST. ELIZABETHS HOSPITAL

(*a*) *Activity: Attendant training program*

Purpose.—To train inexperienced employees in the duties of the auxiliary employees in treating and caring for the mentally ill. Candidates are recruited through the Civil Service Commission.

History and description.—The program has been necessitated by the hospital's inability to recruit trained personnel. In one form or another it has been in effect since the founding of the hospital in 1855. The content and the size of the program have expanded with the improvement in the techniques of mental therapy and with the increase in the patient population. Today the training consists of 60

hours of classes in management of the psychiatric patient, practical procedures, and orientation to a mental hospital, plus 1 year of supervised work experience in caring for the mentally ill.

Legal authorization.—Annual appropriation act and 24 U. S. C. 161–221.

Obligations (excluding construction), fiscal year 1950.—Operating, $7,291; administrative, $4,600.

(*b*) *Activity: Intern and resident training program*

Purpose.—To provide a source for medical staff recruitment and to stimulate and disseminate scientific information on the care and treatment particularly of mentally ill persons. By means of the Civil Service Commission, physicians are recruited from medical schools and hospitals throughout the United States.

History and description.—Intern training was started about 1920 although the hospital was not approved by the American Medical Association for the training of interns until 1923. The training program was set up to provide the hospital with the services of newly graduated medical students and to furnish the opportunity for the medical growth found in a teaching hospital. Medical interns in the course of 12 months receive training in minor surgery and dispensary, major surgery, acute medicine, tuberculosis, psychiatry, obstetrics, and pediatrics.

The training of resident physicians in psychiatry has been in effect since the establishment of the hospital in 1855 but has been greatly strengthened since the creation of the American Board of Psychiatry and Neurology in 1935 which organized and systemized training in psychiatry throughout the Nation. The hospital has been inspected and approved by the board for the full 3 years of training required before candidates can qualify as specialists in psychiatry.

Legal authorization.—Annual appropriation act and 24 U. S. C. 161–221.

Obligations (excluding construction), fiscal year 1950.—Operating, $99,080; administrative, $1,982 (estimated at approximately 2 percent of operating costs).

(*c*) *Activity: Student nurse training program*

Purpose.—*To train student nurses.*

History and description.—The program was started in 1923. A 3-year training program leading to qualification for examination for registered nurse was started in 1923. Students are recruited from high schools throughout the Nation through Civil Service Commission examinations.

Legal authorization.—Annual appropriation act and 24 U. S. C. 161–221.

Obligations (excluding construction) fiscal year 1950.—Operating $63,550; administrative $51,928.

9. SOCIAL SECURITY ADMINISTRATION

(*a*) *Activity: Educational leave program of the Children's Bureau for selected personnel, administered through State departments of public welfare*

Purpose.—To assist the States in training workers to provide child-welfare services in rural areas or other areas of special need.

History and description.—The Social Security Act, passed in 1935, authorized the Federal Government to assist States to establish, extend and strengthen child-welfare services. Each year the States have budgeted a portion of the funds available to them for the education, on a graduate level, of child welfare services staff. Grant-in-aid funds for the purpose of educational leave stipends are allotted to State public welfare agencies in accordance with policies and conditions set up in a plan developed jointly by the State agencies and the Children's Bureau. In the fiscal year 1950 Federal funds were budgeted to the States to provide such educational leave stipends for approximately 600 staff members, primarily local child-welfare workers and State and local supervisory and consultative child-welfare staff. The official State agency makes payment directly to the ultimate recipient of the stipend to cover part or all of the cost of education, including tuition fees, maintenance, and travel to and from the educational institution.

Legal authorization.—Social Security Act, as amended (title 5, pt. 3).

Obligations, fiscal year 1950.—The total amount expended by State agencies for this purpose in 1950 was $402,661.22.

(*b*) *Activity: Postgraduate educational program of the Children's Bureau for physicians, dentists, nurses, medical social workers, nutritionists and therapists*

Purpose.—To assist the States in training workers to provide health services to mothers and children, particularly crippled children.

History and description.—With the passage of the Social Security Act of 1935, Federal funds became available to assist State health departments and crippled children's agencies in extending and improving their health services to mothers and children, particularly crippled children. A number of States have used some of their grant-in-aid funds each year for establishing training courses and providing field experience in the specialized fields related to the care of mothers and children.

In 1950 there were 33 training projects in such fields as maternal and child content of public health; field training in public health aspects of maternal and child health; the care of children with rheumatic fever; cleft palate and hearing defects; the care of premature infants; child guidance in child health work; pediatric nursing; maternity nursing; pediatrics; obstetrics; et cetera. All training activities and special training projects are an integral part of the States' maternal and child health and crippled children's programs.

Legal authorization.—Social Security Act, as amended (title V, pts. 1 and 2).

Obligations, fiscal year 1950.—In 1950, approximately $1,000,000 was budgeted by the States for 33 special training projects.

(*c*) *Activity: Program of supervised field work for students from schools of social work of the Bureau of Public Assistance*

Purpose.—To provide field placements in the departmental and regional offices of the Bureau of Public Assistance for advanced students in public welfare in order to increase the number of qualified persons available for executive, supervisory, and consultative positions in State and Federal public assistance programs.

History and description.—With the passage of the Social Security Act in 1935, Federal funds became available for grants to States for assistance in the administration of State plans for needy, aged, and blind persons and dependent children. The administration of these programs resulted in a substantial increase in the need for professional personnel prepared to give leadership in the administration of Federal and State public assistance programs. In cooperation with various schools of social work, a program of supervised field work in the administrative and research aspects of the social work curriculum was set up by the Bureau of Public Assistance. Criteria for selection of students from schools of social work and a policy regarding their placement in the departmental and regional offices of the Bureau of Public Assistance were developed in 1941, revised in 1943, and made available to all schools of social work. Seven students have done such field work in administration or research in the departmental and regional offices of the Bureau from the schools of social work of the University of Chicago, Denver University, University of Minnesota, Washington University in St. Louis, and Catholic University of America.

Legal authorization.—The activities are carried out under general authorization and appropriation.

Obligations, fiscal year 1950.—None.

C. Smithsonian Institution

1. SUMMARY

The educational activities of the Smithsonian Institution fall generally within the scope of its century-old grant of power from Congress to perform services for the "increase and diffusion of knowledge among men." Within its administrative supervision come the exhibition and information programs of the National Collection of Fine Arts, the National Gallery of Art (mainly self-governing), the United States National Museum, the National Air Museum, the National Zoological Park, and the American Bureau of Ethnology. Some of the activities of these agencies are directly instructional; others subserve education in a basic way.

In addition to exhibition and information programs for the general public as well as specialists, the American Bureau of Ethnology, the National Zoological Park, the National Air Museum, and the United States National Museum carry on varying research programs; prepare and publish scientific monographs; and lend assistance to organizations or private individuals pursuing research projects, especially in the natural sciences.

The International Exchange Service has been functioning for over a century to arrange for and facilitate the exchange and transmission of scientific documents and Government publications to and from all parts of the world, helping to provide a channel of international communication among governments and among scientists.

As computed by the Smithsonian Institution, obligations for fiscal year 1950 amounted to $2,280,132 for operating and administrative costs for these programs.

2. BUREAU OF AMERICAN ETHNOLOGY

Activity. Research and information program of the Bureau of American Ethnology

Purpose.—To conduct researches on the ethnology and archeology of the American Indians and of native peoples of regions under the jurisdiction or protection of the United States, and to publish the results, and furnish information concerning the Indians to organizations, scientists, and the general public.

History and description.—The Bureau of American Ethnology was authorized in 1879, under the broad grant of powers delegated to the Smithsonian Institution in 1846, and by subsequent appropriation acts authorizing anthropological researches among the American Indians and the natives of Hawaii, and the excavation and preservation of archeological remains. Basic legislation was given to the Bureau under act of August 22, 1949, Public Law 259.

The researches of the Bureau have been based on investigations in the field, either in the observation of peoples or in the excavation of archeological sites, and the subsequent study and correlation of data thus obtained. The results of the researches and the conclusions reached are published in part or in full. Material of a highly technical nature or of interest mainly to specialists is retained for study in manuscript form, only typical papers being printed. In the Bureau's archives are several thousand ethnological and linguistic manuscripts of this nature which are constantly consulted by specialists.

The publications of the Bureau consist of 67 annual reports, 143 bulletins, and 12 miscellaneous publications containing articles on language, native arts and industries, institutions, ethnobotany, bibliographies, physical anthropology, and archeology. In all they comprise an important contribution to knowledge on the American Indian. Special information is supplied to the public and educational organizations by letter, personal interview, telephone, and public lectures.

Legal authorization.—20 U. S. C. 61, 69, 70; act of August 22, 1949, Public Law 259.

Obligations, fiscal year 1950.—Operating and administrative, $61,897.

3. INTERNATIONAL EXCHANGE SERVICE

Activity: Operation of an International Exchange Service

Purpose.—To act as intermediary between the Federal Government, learned bodies, and scientific and literary societies of the United States and of other countries to facilitate the reception and transmission of their documents and publications.

History and description.—An International Exchange Service was initiated in 1849 by Joseph Henry, first Secretary of the Smithsonian Institution, for the purpose of distributing in foreign countries the first publication of the Smithsonian Institution. The Service was later extended to learned bodies, scientific and literary societies for the transmission of their publications and the receipt of foreign publications. In 1867, the Institution was charged with the responsibility of transmitting 50 copies of all documents printed by order of Congress, said documents to be exchanged by the Joint Committee

on the Library, for similar works published in foreign countries; the latter to be deposited in the Library of Congress. In 1886 a number of the leading nations agreed to set up official agencies to handle the exchange of governmental, scientific, and literary publications. In 1950, 59 complete series of United States Government publications were shipped to full depositories in 52 countries and selected series were shipped to 40 depositories in 29 countries. The total number of packages shipped to foreign countries was 947,040 and weighed 701,381 pounds. Of the publications transmitted from foreign countries to this country 62,634 packages weighing 130,706 pounds were sent through the International Exchange Service—approximately 10 percent of all foreign publications sent to this country on exchange.

Legal authorization.—14 Stat. 573; 44 U. S. C. 139a.

Obligations, fiscal year 1950.—Operating and administrative $69,180.

4. NATIONAL AIR MUSEUM

Activity: Program for the collection, preservation, display, and interpretation of aeronautical material by the National Air Museum

Purpose.—Established by act of Congress to—

> memorialize the national development of aviation; collect, preserve, and display aeronautical equipment of historical interest and significance; * * * and provide educational material for the historical study of aviation.

History and description.—As custodian of the national collections, the Smithsonian Institution had been gathering, preserving, and displaying aeronautical materials for over 70 years when Congress established the National Air Museum. The Institution turned over to the new museum its entire collection of some 3,500 objects. Subsequently the Air Museum received the collection of aeronautical material, gathered by the United States Air Force and Navy during World War II, containing about 100 full-sized aircraft and numerous components. A storage facility was established in 1947, in the former Douglas bomber plant, Park Ridge, Ill., and here are now stored most of the Air Force items and the aeronautical material received in recent years from commercial and private sources. The naval aeronautical material is stored at the Norfolk Naval Air Station.

In the enabling act establishing the Air Museum, the Congress authorized the survey of suitable lands for the site of a museum building. A report embodying the recommendations of the Smithsonian Institution was submitted to Congress in March 1950. At the time of this writing no action on this report has been announced. Meanwhile, the Air Museum is carrying on its work in Washington in quarters lent to it by the United States National Museum.

The activities of the National Air Museum contribute to the increase and diffusion of knowledge for public use pertaining to aeronautical history and development. Continuing documentary studies and critical examinations of aeronautical materials yield advances in knowledge which in turn are diffused through the following media: Aeronautical exhibits documented and described; classification and documentation of aeronautical materials preserved and maintained for future exhibition; preparation and dissemination of bulletins, reports, drawings, and photographs; correspondence (estimated 1,200 letters annually) with historians, inventors, engineers, research

workers, and students relating to aeronautical developments and records; and personal interviews with a thousand or more visitors a year requesting information on aeronautical subjects.

Legal authorization.—Public Law 722, Seventy-ninth Congress, approved August 12, 1946.

Obligations, fiscal year 1950.—Operating and administrative, $200,864.

5. NATIONAL COLLECTION OF FINE ARTS

Activity: Exhibition and information program of the National Collection of Fine Arts

Purpose.—To collect and study works of art, and exhibit and interpret them to the general public without charge.

History and description.—The act of 1846 which established the Smithsonian Institution provided for a gallery of art. First designated as the National Gallery of Art, its title was changed in 1937 to the National Collection of Fine Arts. The collections include paintings, sculpture, ceramics, and other craftwork totaling 5,863 items which together with a library containing 11,746 publications, are available for study by qualified scholars. The national collections occupy a portion of the natural history building which is visited by over 720,000 persons annually. Temporary exhibits of work by contemporary artists are arranged for the encouragement of American art and its appreciation. Provision has been made for the circulation of exhibits throughout the United States, especially in smaller cities not served by large museums.

Legal authorization.—20 U. S. C. 50, 72.

Obligations, fiscal year 1950.—Operating and administrative, $38,857.

6. NATIONAL GALLERY OF ART

Activity: Exhibition and information program of the National Gallery of Art

Purpose.—To exhibit and interpret works of art to the general public free of charge.

History and description.—The National Gallery of Art was established by a joint resolution of Congress accepting the late Andrew W. Mellon's gift to the Nation of his art collection and a monumental gallery building. The Gallery is charged with the responsibility of assembling and exhibiting a national collection of paintings, sculpture, and the graphic arts, representative of the best in the artistic heritage of America and Europe. Since the Gallery was opened on March 17, 1941, additional gifts have made its collection one of the most outstanding in the world.

As a supplement to the exhibition of works of art the Gallery provides lectures, concerts, and conducted tours free of charge. Reproductions, catalogs and other publications concerning works of art are sold to the public at reasonable prices. Easels, stools, and modeling stands are provided without charge for students who wish to copy the Gallery's masterpieces. The Gallery's collection of photographs of works of art and the art reference library are available to qualified scholars. The Index of American Design, a collection of water-color renderings of the popular arts in the United States from before 1700

until about 1900, recording designs of ceramics, furniture, woodcarving, glassware, metalwork, tools, utensils, textiles and costumes of historical significance, is exhibited throughout the Nation.

The Gallery is visited by over 2,000,000 persons annually.

Legal authorization.—Act of March 24, 1937 (50 Stat. 51, 20 U. S. C. 71 et seq).

Obligations, fiscal year 1950.—Operating and administrative, $1,114,634.05.

7. NATIONAL ZOOLOGICAL PARK

Activity: Exhibition and information program of the National Zoological Park, including the operation of a large zoo

Purpose.—To acquire live animals from all parts of the world, and to house, care for, and exhibit them to the public.

History and description.—The National Zoological Park was authorized by act of March 2, 1889, and responsibility for its establishment was vested in a commission composed of the Secretary of the Interior, the President of the Board of Commissioners of the District of Columbia, and the Secretary of the Smithsonian Institution. By act of April 30, 1890, the park was placed under the direction of the Regents of the Smithsonian Institution, who were—

> authorized to transfer to it any living specimens, whether animals or plants, * * * to accept gifts for the park * * *, to make exchanges of specimens, and to administer the said Zoological Park for the advancement of science and the instruction and recreation of the people.

An act of March 3, 1901, provided:

> That facilities for study and research in the Government departments, the Library of Congress, the National Museum, the Zoological Park, the Bureau of Ethnology, the Fish Commission, the Botanic Gardens and similar institutions shall be afforded to scientific investigators and to duly qualified individuals, students, and graduates of institutions of learning.

In carrying out its functions under these authorizations and in keeping with its activities under the direction of the Smithsonian Institution, the Zoo operates "for the increase and diffusion of knowledge among men."

The Zoo is a physical plant that provides facilities for obtaining information by direct observation of more than 700 different kinds of animals, represented by more than 3,000 different creatures. In addition to the facilities thus provided for observation of animals, the labels for the exhibits are prepared to give important information regarding the animals. Specialized information developed by members of the staff or available to them is supplied to the public in printed material issued by the Smithsonian Institution, articles in periodicals, newspaper accounts, in letters, personal interviews, and telephone communications with persons requesting specific information. The annual attendance at the Zoo ranges from 3,270,000 to almost 3,500,000.

Legal authorization.—25 Stat. 808; 26 Stat. 78; 31 Stat. 1039.

Obligations, fiscal year 1950.—Operating and administrative, $544,700.

8. UNITED STATES NATIONAL MUSEUM

Activity. Exhibition and information program of the United States National Museum

Purpose.—To exhibit and interpret the national collections representing anthropology, botany, geology, zoology, engineering, industry, history, and graphic arts.

History and description.—The mineralogical cabinet of James Smithson and

> all objects of art and of foreign and curious research, and all objects of natural history, plants, and geological and mineralogical specimens belonging * * * to the United States, which may be in the city of Washington—

formed the nucleus of the United States National Museum. The national collections (embracing anthropology, zoology, botany, geology, engineering and industries, and history) now comprise more than 32 million specimens, the greater portion of which is in the research collection.

The Museum furnishes to the general public as well as to research and development organizations financed by Federal, State, city, and private funds technical, general, and popular information and assistance concerning the national collections. By publishing and distributing to educational institutions, scientific and technical memoirs, bulletins, and proceedings, the United States National Museum contributes to the training of specialized academic and professional personnel, including both students and adults.

The national collections are the basis of knowledge in many sciences and are the largest, best organized, and in some instances, the only significant collections in their fields. The biological collections and the staff in charge are consulted for advice, identification, information, and other services in the solution of problems involving specific knowledge of disease-carrying insects, parasites, host reservoir mammals, poisonous reptiles, fish, mollusks, invertebrate life, as well as edible and inedible plants. The geological collections and the staff are consulted on matters relating to mineral and gem identification, geological correlation, and conservation of natural resources. A basis for the interpretation of the material culture of the peoples of the world is provided by the anthropological collections. The collections in history, industry, and graphic arts comprise the physical records of national achievements in statesmanship, military science, graphic arts, and invention.

The exhibits display the Nation's treasures, portray the development of the United States, and signalize the national achievement in Government, defense, science, industry, and graphic arts.

Legal authorization.—The United States National Museum was authorized by the basic law creating the Smithsonian Institution in 1846 (20 U. S. C. 50). Subsequently, various laws have increased the national collections (20 U. S. C. 59–64).

Obligations, fiscal year 1950.—Estimated at $250,500 for operating and administrative expenses.

D. Tennessee Valley Authority

1. SUMMARY

Besides operating an employee training program the Tennessee Valley Authority carries out a number of educational undertakings in cooperation with nearby land-grant colleges and other educational institutions, and with other State and Federal agencies. All of these programs are an outgrowth of the statutory responsibility of the Tennessee Valley Authority to conserve and develop the natural resources of the Tennessee Valley.

Three separate conservation programs deal with forest, agricultural and mineral resources respectively, and are carried on in cooperation with nearby land-grant colleges, the United States Forest Service and State agencies. A program of special studies and informational activities utilizes the research facilities of neighboring educational institutions to collect and disseminate economic data relating to the region, and to promote an understanding of the Authority's program of development. A program conducted jointly with the State departments of education, endeavors to integrate TVA activities in the life of the region by offering guidance to TVA divisions in the use of educational materials and methods and in developing areas of common interest with State and local agencies.

Three educational projects deal with some of the problems arising from the valley's development. One program provides supplemental school facilities for children of employees on TVA projects. In a second program TVA cooperates with the Department of Agriculture in easing the adjustment of reservoir families to new locations. A third program, carried on in cooperation with the Public Health Services, investigates stream pollution and environmental sanitation problems. From time to time contracts are made with education institutions for the conduct of such investigations.

According to its own computations, the Tennessee Valley Authority incurred obligations in the fiscal year 1950 amounting to $4,188,116 for these programs, of which $694,105 represented grants to educational institutions.

2. DIVISION OF AGRICULTURAL RELATIONS

(a) *Activity: Developmental program for improvement of agricultural resources, carried out in cooperation with land-grant colleges and other institutions*

Purpose.—To carry out research and demonstrations in improvement of soil and water conservation, watershed protection, and agricultural development.

History and description.—Tennessee Valley Authority agricultural activities have been carried on since the fiscal year 1934. The program of agricultural resource development is jointly planned and conducted by Tennessee Valley Authority, the United States Department of Agriculture, the land-grant colleges, farmers, and farm groups. The chief educational device has been the test-demonstration, whereby new and improved fertilizers are used on selected farms in conjunction with sound farm-management practices. TVA provides fertilizer under a graduated payment plan and makes contractual payments to the colleges to cover part of the cost of supervising the program.

Contractual arrangements are made with the colleges for the conduct of fertilizer research and related investigations at the agricultural experiment stations. These studies include laboratory, greenhouse, and plot tests of TVA-produced fertilizer materials; studies of the chemical and physical properties of soils related to response to fertilizer application, and research on fertilizer requirements of soil-conserving crops.

Cooperative soil survey investigations include characterizing, classifying, and mapping the soils of the region. Contractual payments to the land-grant colleges cover the cost of the field survey work and soil analysis carried on by personnel of the experiment stations.

Educational activities in the development and demonstration of farm equipment are directed toward helping farmers solve the engineering and equipment problems associated with a diversified farming operation. Both the research and demonstration phases of the work are carried out in cooperation with State extension services, experiment stations, and resident teaching staffs of the land-grant colleges. Contractual payments to the colleges provide for research on specific projects.

Research on the development of improved agricultural products has been directed toward the solution of problems recognized as barriers to agricultural production such as efficient land use and management, and a better balance between agriculture and other industries of the region. Much of this research is carried on by the agricultural and engineering experiment stations of the land-grant colleges under contract with TVA.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$2,754,558, of which $654,672 was paid to cooperating colleges.

(*b*) *Activity: Program for agricultural readjustment carried out through contract with lend-grant colleges*

Purpose.—To assist in the agricultural readjustment of farm families being relocated because of the construction of TVA dams.

History and description.—When TVA reservoir construction requires the relocation of farm families, TVA contracts with the land-grant colleges for the services of agricultural extension workers to guide these families in locating new farms to buy or rent and in making satisfactory agricultural adjustments. Other public and private agencies contribute valuable assistance to the affected families in meeting relocation and readjustment problems.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$28,186.

3. DIVISION OF CHEMICAL ENGINEERING

Activity: Developmental program for the utilization of mineral resources, carried out in cooperation with land-grant colleges and other institutions

Purpose.—To carry out research, to identify and evaluate the region's mineral deposits and develop processes of benefication and utilization of these mineral resources.

History and description.—TVA research activities in mineral resource development began in the fiscal year 1934. In cooperation

with other agencies and institutions, the TVA carries on investigations and surveys of the mineral resources of the valley area, evaluates mineral deposits, conducts analyses of samples, undertakes ore dressing tests, and conducts research on the development of processes for the utilization of the valley's strategic minerals. Some of the research is carried out at land-grant colleges under contract with TVA.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$118,869, of which $14,470 was paid to cooperating colleges.

4. DIVISION OF FORESTRY RELATIONS

Activity: Developmental program for improved utilization of forest resources, carried out in cooperation with land-grant colleges and other institutions

Purpose.—Through educational procedures, to develop fuel production and utilization of the forest resources of the Tennessee Valley as well as water control by watershed protection.

History and description.—Tennessee Valley Authority activities have been carried on since the fiscal year 1934. They include studies, demonstrations, and assistance in reforestation, forest management, forest fire control, and improved methods of timber harvesting and utilization. The work is carried out in cooperation with woodland owners, timber operators, wood-using industries, and public agencies—the United States Forest Service, State departments of conservation, and the land-grant colleges. Small contractual payments have been made to land-grant colleges for work on farm-woodland management studies and demonstrations. Other activities in this field are conducted jointly or in cooperation with educational institutions, but in most cases there had been no transfer of funds. Heavy emphasis is placed on educational methods to achieve improved utilization of forest and water resources.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$773,450, of which $14,470 was paid to cooperating colleges.

5. DIVISION OF HEALTH AND SAFETY

Activity: Research investigations of stream sanitation and public health, carried out in cooperation with the United States Public Health Service, State health agencies and educational institutions

Purpose.—To study effects of Tennessee Valley Authority activities on stream sanitation and public health.

History and description.—Public Health studies were begun in the fiscal year 1935 and stream sanitation investigations were started in the fiscal year 1936. Research activities in stream sanitation and public health during the fiscal year 1950 included investigations of stream pollution in the Tennessee River system and technical assistance in development of pollution-abatement plans; research in public-health problems related to TVA activities, and cooperation with State health agencies in environmental sanitation inspections. The work is carried out in cooperation with the United States Public Health Service and with Valley State health departments. From time to time contracts are made with educational institutions for the con-

duct of specific research projects. The only such contract in effect during the fiscal year 1950 was one with Vanderbilt University for research on phosphorus toxicology.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$139,736, of which $7,200 was paid to cooperating colleges.

6. DIVISION OF PERSONNEL

(*a*) *Activity: Employee training program*

Purpose.—To provide coordination and guidance to in-service training activities, and carry out apprentice programs and orientation of new stenographic and clerical employees.

History and description.—A small staff provides advice and assistance to TVA divisions on the use of training as an administrative device to increase the efficiency of TVA operations. The divisions develop and conduct training programs for their employees. The induction-training program gives employees an understanding of the over-all program and policies of TVA, as well as the program, policies, and organization of the division in which they are employed. Work-improvement training programs are used to increase the efficiency of employees, to introduce new work methods, to improve safety records, and reduce errors and waste. Qualifying training programs develop employees' qualifications for promotion to higher jobs and for transfer to different jobs.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$32,628.

(*b*) *Activity: Guidance program for TVA divisions in their relations with State and local educational agencies*

Purpose.—To provide coordination and guidance to TVA divisions in the use of educational methods and materials.

History and description.—A small central staff provides advice and assistance to TVA divisions on the most effective use of methods and materials in their cooperative undertakings with State and local educational agencies. Contracts with State departments of education provide for liaison between those agencies and TVA's program of resource development. The relationships established are concerned with identifying areas of mutual interest to both TVA and State educational agencies. Activities carried on by the State agencies under these contracts include: (1) advice to TVA on educational implications of program activities; (2) advice to State and local educational agencies on adjustments to TVA's construction activities; and (3) assistance to schools and teacher-training institutions in obtaining data regarding resource-development activities.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$51,001.

7. DIVISION OF REGIONAL STUDIES

Activity: Special studies and informational activities

Purpose.—With the cooperation of educational institutions and other agencies, to provide information about the region's economy and resources and to assist State and local agencies in meeting problems arising from the impact of the TVA program.

History and description.—The TVA has carried on various research activities in economic and public administration problems since the fiscal year 1934. Economic analyses identify and measure the uses which industry and business make of TVA's facilities and programs in developing the resources of the region. Transportation rate data are collected and analyzed, giving particular attention to transportation problems of the region. Advisory assistance is provided to State and local governments on problems related to TVA operations and to regional resource development undertakings. Wherever practicable TVA contracts with college research bureaus for collection and analysis of data for specific studies under way. In the fiscal year 1950, such contracts were in effect with four colleges. Much of the other work is done in collaboration with educational institutions and other agencies. TVA activities in this field have strengthened the Valley's educational institutions, particularly with respect to bureaus of public administration, business research, and planning.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$272,208, of which $3,293 was paid to cooperating colleges.

8. DIVISION OF RESERVOIR PROPERTY

Activity: Program for the provision of supplementary educational facilities at construction projects (1950)[8]

Purpose.—To provide supplementary facilities at TVA construction camps where existing facilities are unavailable or inadequate.

History and description.—Arrangements for the education of children on TVA-owned properties and at construction locations are made by means of contracts with State and local school agencies. Where library facilities are unavailable or inadequate, TVA contracts with local library boards to provide library services to TVA employees and their families. Three such contracts were in effect in the fiscal year 1950.

Legal authorization.—16 U. S. C. 831.

Obligations, fiscal year 1950.—$17,380.

E. Veterans' Administration

1. SUMMARY

From the viewpoint of Federal expenditures, preeminent among Federal educational programs are those carried out for the education of a special group, namely veterans. Available data indicate that the educational programs of the Veterans' Administration cost the Government several times as much as the educational activities of all of the executive departments and other agencies of the Federal Government combined. Although involving education at all levels these programs are primarily concerned with higher education, which they markedly influence.

The 70 regional offices of the Veterans' Administration administer the general educational program for returned veterans provided for by the Servicemen's Readjustment Act of 1944 and subsequent legisla-

[8] A portion of this responsibility has been taken over by the U. S. Office of Education under Public Law 815 and 874, 81st Cong.

tion. All honorably discharged veterans, who have served 90 days or more in the armed services within certain specified dates, are eligible under this program to pursue an elected course in a certified institution of the veterans' choice for a period equal to that of his wartime service plus 1 year. The cost of tuition, books, and supplies, and a subsistence allowance varying with the number of the veteran's dependents is paid by the Veterans' Administration. Benefits can include a full-time academic education or vocational training or a combination of school and job training. Courses may also be pursued on a part-time basis, with proportionate rates for subsistence.

By the close of the fiscal year 1950, 7,044,565 veterans had entered training under this program. The peak training load was carried in November 1947 when 2,546,163 veterans were enrolled in educational courses. The average number of veterans in training in 1950 was 1,990,413. Training will not be afforded for veterans of World War II (with a few exceptions) beyond July 25, 1956.

In addition to the general education program for returned veterans, the Veterans' Administration also provides a vocational rehabilitation program for veterans with service-connected disabilities handicapping them for ordinary employment and incurred between September 16, 1940, and prior to July 25, 1947, or after June 27, 1950, and until a yet unspecified date. The facilities of educational institutions and industrial establishments are utilized to provide a wide variety of vocational and academic training. Specialized restorative courses are also furnished. Tuition, books, supplies, equipment, necessary tools, and a subsistence allowance are provided by the Veterans' Administration. By the close of 1950, 757,941 veterans had been determined in need of training, 572,457 had entered training and 250,893 had been declared rehabilitated.

The Department of Medicine and Surgery of the Veterans' Administration has developed a program of advanced training for the professional and technical staffs of the veterans' hospitals. It includes residency-training programs for medical personnel within the hospitals and the detailing of staff to other medical institutions for training as well as in-service training for the technical members of the medical teams.

According to the Veterans' Administration's own computations, obligations for the fiscal year 1950 amounted to $72,096,065 for administrative and $1,102,238 for operating costs, and $2,868,020,238 for direct benefits (subsistence, books, supplies, tuition and equipment) or a total of $2,941,218,541.

2. OFFICE OF VOCATIONAL REHABILITATION AND EDUCATION

(*a*) *Activity: Educational program for veterans*

Purpose.—To provide training for World War II veterans to assist them in making a satisfactory readjustment to civilian life.

History and description.—The Servicemen's Readjustment Act of 1944 provided an educational program for World War II veterans. The provisions of that act for such a program have been amended several times.

The law now provides that any person who served in the active military or naval forces at any time on or after September 16, 1940, and prior to July 25, 1947, for a period of 90 days or more, and who

has been discharged under conditions other than dishonorable has the right to pursue an elected course for a period equal to his wartime service plus 1 year, up to a total of 48 calendar months of training. Veterans discharged by reason of actual service-incurred disabilities after less than 90 days' service are also eligible for training under this program. Training was required to be commenced by July 25, 1951, or within 4 years of discharge. Training cannot be provided beyond July 25, 1956, excepting for certain vteerans who enlisted under the Armed Forces Recruitment Act of 1945 and were not discharged until July 25, 1947, for whom these dates have been extended.

The program is administered directly by 70 Veterans' Administration regional offices in the continental United States, the Territories of Alaska, Hawaii, Puerto Rico, and the Philippine Republic; by offices of attachés for veterans' affairs, Department of State, in Great Britain, France, Switzerland, Italy, and Mexico; and by Veterans' Administration central office for trainees in certain other foreign countries.

The responsibility for approving institutions and establishments is vested in the several States, and the Veterans' Administration is specifically prohibited by law from exercising any supervision or control over schools or State educational agencies participating in the education and training program. Tuition is paid to educational institutions to cover services rendered. If the tuition exceeds the rate of $500 for an ordinary school year, the charges in excess of the $500 rate are payable from Federal funds only if the veteran elects to have his entitlement exhausted at an accelerated rate. Educational institutions are also reimbursed for books, supplies, and equipment furnished veteran students. Veterans in training on-the-job are provided necessary tools and equipment by the Veterans' Administration.

Each eligible veteran has the right to elect any course of training he desires to pursue except that he may not pursue training for avocational or recreational purposes. A veteran who desires to change his course or has completed or discontinued a course, and desires additional training is permitted to pursue a new course in the same general field or to make one change of general field without prior approval, provided conduct and progress have been satisfactory. Educational or vocational counseling is provided upon request or when the Veterans' Administration determines that it is required.

Upon application, a veteran is paid a monthly subsistence allowance while he pursues a course of training except a correspondence course, subject to the statutory limitation that combined subsistence allowance and compensation from productive labor, may not exceed $210 for a veteran without a dependent, $270 for a veteran with one dependent and $290 for a veteran with two or more dependents. The basic monthly subsistence allowances for a full-time course of training are as follows: Apprenticeship and other job training, $65 per month for a single veteran, $90 for a veteran with one or more dependents; school training, $75 per month for a single veteran, $105 for a veteran with one dependent, and $120 for a veteran with two or more dependents. For courses comprised of a combination of school training and job training, the rates are derived on a proportionate basis. Veterans who pursue courses on a part-time basis receive proportionate fractional parts of the full-time rate.

By the close of the fiscal year 1950, 7,044,565 veterans had entered training under this program. The training load rose gradually from the beginning of the program to November 1947, when 2,546,163 veterans were in training. During fiscal year 1950, the average number of veterans in training was 1,990,413.

Legal authorization.—Public Law No. 2, Seventy-third Congress, as amended (Veterans Regulation 1 (a), as amended by Public Law 346, 78th Cong.; and further amended by Public Law 190, 79th Cong., Public Law 268, 79th Cong.; Public Law 679, 79th Cong.; Public Law 377, 80th Cong.; Public Law 411, 80th Cong.; Public Law 512, 80th Cong.; Public Law 571, 81st Cong.; Public Law 610, 81st Cong.). Termination of the war for purposes of this program was fixed at July 25, 1947, by Public Law 269, Eightieth Congress.

Obligations, fiscal year 1950.—Direct benefits (subsistence, books, supplies, and equipment), $2,595,728,372; administrative obligations for this program cannot be identified separately from obligations for the vocational rehabilitation program. Obligations for salaries and expenses for vocational rehabilitation and education employees totaled $72,038,065. These obligations do not include office supplies, rent, and utilities, or salaries of personnel in organizational units of the Veterans' Administration other than vocational rehabilitation and education.

(*b*) *Activity: Vocational rehabilitation program*

Purpose.—To restore, through vocational training, employability lost by reason of a service-connected disability suffered during World War II, or to a disability incurred in service on or after June 27, 1950, for which compensation is payable at wartime rates.

History and description.—The Vocational Rehabilitation Act, March 24, 1943, provided a program of vocational rehabilitation for disabled veterans of World War II found to be in need of such training. On December 28, 1950, the benefits of the Vocational Rehabilitation Act were extended to veterans disabled in Korea or elsewhere under wartime conditions.

Any veteran of World War II is eligible who served in the active military or naval forces at any time on or after September 16, 1940, and prior to July 25, 1947, who was discharged under other than dishonorable conditions, who has a service-connected disability for which compensation is payable (or would be but for receipt of retirement pay), and who is in need of vocational rehabilitation to overcome the handicap of such disability. Any person is eligible who served in the active military, naval, or air service on or after June 27, 1950, and prior to a date to be established later, who is discharged under other than dishonorable conditions, who has a service-connected disability for which compensation is payable at wartime rates (or would be but for receipt of retirement pay), and who is in need of vocational rehabilitation to overcome the handicap of such disability.

Training for disabled veterans of World War II must be completed by July 25, 1956. Training for veterans disabled on or after June 27, 1950 must be completed within 9 years of the termination (to be established later) of the period beginning June 27, 1950.

The program is administered directly by 70 Veterans' Administration regional offices. The Veterans' Administration makes use of

established educational institutions and industrial establishments to provide training required in connection with vocational rehabilitation. Tuition is paid to educational institutions to cover services rendered. Educational institutions are also reimbursed for books, supplies, and equipment furnished veteran students. Disabled veterans in training on the job receive necessary tools and equipment from the Veterans' Administration.

Vocational guidance is provided to assist disabled veterans to select suitable employment objectives. Training for a wide variety of employment objectives is given through school course, on-the-job training, or institutional on-farm training courses. Specialized restorative course in speech correction, lip reading, and auditory training are made available when required. Disabled veterans are continuously supervised by trained employees of the Veterans' Administration while in training.

While pursuing training, and for 2 months after rehabilitation, disabled veterans receive a subsistence allowance. The basic monthly subsistence allowance for a school trainee is $75 if the veteran has no dependents, $105 if he has one dependent, or $120 if he has more than one dependent. The basic monthly subsistence allowance for a job trainee is $65 if the veteran has no dependent, or $90 if he has a dependent or dependents. Exact amounts may vary from these rates in individual cases because of the degree of the veteran's disability, the number and type of his dependents, and the amount of income received from productive labor by job trainees. Needy disabled veterans can obtain loans up to a maximum of $100 upon entrance into training.

By the close of the fiscal year 1950, 757,941 veterans had been determined in need of training, 572,457 had entered training, and 250,893 had been declared rehabilitated. The training load rose gradually from the beginning of the program to December 1947, when 256,000 were in training. During the fiscal year 1950, the average number of veterans in training was 167,809.

Legal authorization.—Public Law No. 2, Seventy-third Congress, as amended (Veterans Regulation 1 (a) as amended by Public Law 16, 78th Cong.; and further amended by Public Law 346, 78th Cong.; Public Law 268, 79th Cong.; Public Law 365, 79th Cong.; Public Law 679, 79th Cong.; Public Law 115, 80th Cong.; Public Law 338, 80th Cong.; Public Law 411, 80th Cong.; and Public Law 512, 80th Cong.). Termination of the war for purposes of the World War II program was fixed at July 25, 1947, by Public Law 239, Eightieth Congress. Public Law 894, Eighty-first Congress, extended benefits to eligible veterans with service on or after June 25, 1950.

Obligations, fiscal year 1950.—Direct benefits (subsistence, books, supplies, and equipment) $272,291,866; administrative obligations for this program cannot be identified separately from obligations for the education and training program. Obligations for salaries and expenses for vocational rehabilitation and education employees totaled $72,038,065. These obligations do not include office supplies, rent, and utilities, or salaries of personnel in organizational units of the Veterans' Administration other than vocational rehabilitation and education.

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3. DEPARTMENT OF MEDICINE AND SURGERY

Activity: Medical education program for professional and technical staffs of Veterans' Administration hospitals

Purpose.—To provide advanced training for Department of Medicine and Surgery employees in their respective fields with emphasis on new methods and techniques in order to furnish a high standard of medical care to veteran patients.

History and description.—Following a congressional investigation at the close of World War II, it was found that the standard of care in the Veterans' Administration hospitals had declined primarily due to shortages of trained professional and technical personnel. As a result it became evident that emphasis must be placed on the medical program in view of the large number of veteran patients being admitted to Veterans' Administration hospitals. The Veterans' Administration Medical Service, as formerly constituted, was abolished and the Department of Medicine and Surgery was established to replace it.

Authorization for educational activities was included in the statute setting up the Department of Medicine and Surgery. The educational activities were inaugurated in early 1946 when residency training programs were established in Veterans' Administration hospitals located near medical schools and medical centers. In addition, the program for training full-time professional and technical staff in courses established within the Veterans' Administration and by detail to schools established in the Army, Navy, Public Health Service, and civil institutions began by late spring, 1946. By early 1947 the educational program had been extended to include clinical psychologists, occupational therapists, physical therapists, orthopedic mechanics, etc., as well as extensive in-service training for other members of the medical team.

During 1949, this program was operating throughout the Department of Medicine and Surgery. In addition to the various courses of training conducted for full-time staff personnel, there were 2,178 residents, 710 clinical psychologists, 110 social service trainees, 45 occupational therapists, 57 physical therapists, and 82 dietetic interns undergoing training in the Department.

Legal authorization.—Public Law 293, Seventy-ninth Congress, as amended by Public Laws 722 and 456, Eightieth Congress.

Obligations, fiscal year 1950.—Operating, $1,102,238; administrative, $58,000.

F. Other Independent Offices and Agencies

1. SUMMARY

Of the 16 independent offices and agencies carrying on educational activities not described elsewhere in this study, six reported only in-service training programs designed to orient new employees to the technical aspects of their jobs or to train other employees for more efficient service. These activities range from the administrative intern program carried on by the Civil Service Commission to assist all Federal agencies in discovering and developing their managerial and administrative talent, to highly specialized technical training programs such as that of the Interstate Commerce Commission for

its examining staffs in the administrative application of the Interstate Commerce Act and related acts.

The Civil Aeronautics Board keeps its staff abreast of technological developments in the aviation field by the systematic use of films in a visual education program. The Railroad Retirement Board gives in-service training in the basic principles of the Railroad Retirement and Railroad Unemployment Insurance Acts and the procedures for the processing of claims. The Federal Deposit Insurance Corporation offers opportunities to its examining staff to take courses in banking to develop its technical competence; and the Federal Mediation and Conciliation Service carries on a study program for mediators covering developments in the field of labor-management relations.

Three more agencies have training programs as well as other educational activities. The Economic Cooperation Administration conducts two in-service training programs for its employees, one in job training for all employees and one in language and area orientation for its field staff. The Reconstruction Finance Corporation carries on a trainee program in economics and business administration for the development of loan examiners. The National Advisory Committee for Aeronautics conducts a shop-training program for apprentices in a variety of skilled trades and crafts, at the Langley and Ames Aeronautical Laboratories. In addition, the Committee grants leave of absence to certain qualified members of its professional staff for graduate study or research in aeronautical engineering and related scientific fields; and encouraged off-duty graduate training for its professional staff to broaden their skills by cooperating with three universities near its laboratories in providing courses in engineering, mathematics, and science.

Four of the sixteen independent offices and agencies under consideration cooperate with executive departments in the international exchange and assistance programs. The Economic Cooperation Administration and the Federal Communications Commission participate in the technical assistance program carried on for the Marshall plan countries. The Housing and Home Finance Agency cooperates with the State Department in the German reorientation program and other international exchange programs; and the Displaced Persons Commission cooperates with the resettlement centers and various voluntary agencies in providing an information and orientation course for refugees destined for resettlement in this country.

Several activities of the General Services Administration and the Housing and Home Finance Agency subserve education in important ways. The General Services Administration has the responsibility for making available such real and personal surplus property as is needed and usable for educational purposes to educational institutions found eligible by the United States Office of Education. The Housing and Home Finance Agency makes loans from certain funds to educational institutions for student housing; participates in school construction programs; encourages advance planning of public works, especially schools, through cash advances to local governmental agencies to cover the cost of planning surveys; and supervises the liquidation and disposal of wartime public works, mainly schools, built under the Lanham Act.

Miscellaneous educational activities among the 16 independent offices and agencies under consideration include the Federal civil

defense schools currently being set up by the Federal Civil Defense Administration for the training of key executives and instructors in local and State civil defense programs; and the operation of the public school system of the Panama Canal Zone by the Office of the Panama Canal. The National Advisory Committee for Aeronautics and the Housing and Home Finance Agency subsidize advanced research in their respective fields through research contracts with leading universities; and the Reconstruction Finance Corporation conducts a program of synthetic rubber research through contracts with 10 universities and colleges. Finally, the Federal Reserve Board, although somewhat outside the scope of this study because no Federal funds are involved in financing its activities, serves educational objectives through its participation in various economic seminars conducted by educational institutions for the advancement of public knowledge of our banking and monetary system, particularly among teachers and members of the financial community.

Eight of the sixteen independent offices and agencies under consideration reported either that no Federal funds had been expended or that none were separable from their general operating costs for the educational programs reported. Of the remaining eight agencies, the Office of the Panama Canal had obligations of $1,860,612 for operation of the Canal Zone public schools in the fiscal year 1950; the Reconstruction Finance Corporation, the Housing and Home Finance Agency and the National Advisory Committee for Aeronautics reported an aggregate of $3,377,358 for research programs operating mainly through contracts with colleges and universities; the Economic Cooperation Administration, the Housing and Home Finance Agency, and the Displaced Persons Commission had obligations aggregating $13,176,754 for technical assistance and information programs to the nationals of friendly foreign countries. The Housing and Home Finance Agency reported an approximate outlay of $4,675,000 for operating and administrative costs of its program for advance planning of public works by interest-free cash advances to communities; and $67,742 for operating and administrative costs of the program for the liquidation and disposal of wartime public works, especially schools. Those agencies reporting estimated obligations for apprentice and professional training programs were obligated for an amount totaling $410,846 for operating and administrative costs, making an over-all total for educational activities of the 16 independent offices and agencies of $23,568,312 for the programs for which data on obligations were available.

2. CIVIL AERONAUTICS BOARD

Activity: In-service visual education program

Purpose.—To inform Civil Aeronautics Board employees of latest developments in civil aviation.

History and description.—Since 1946 the Public Information Section of the Civil Aeronautics Board has used sound and color films to instruct the Board's employees on actual operating problems, techniques, and developments in American civil and military aviation. Films for this use are acquired without cost from the Civil Aeronautics Administration of the Department of Commerce, the Department of the Air Force, American air carriers, oil companies, radio film distributors and the informational services of foreign nations.

Legal authorization.—None.
Obligations, fiscal year.—None.

3. UNITED STATES CIVIL SERVICE COMMISSION

Activity: Administrative intern program

Purpose.—To assist Federal agencies in discovering and developing their managerial and administrative talent (1) by selecting young employees who show promise, and (2) by giving them training and work experience during their internship which will enable them subsequently to put their talents to the best use in the interest of the Federal service.

History and description.—The first program, announced on January 31, 1945, was patterned after the in-service internship program previously conducted as a pilot program by the National Institute of Public Affairs. Current programs consist of an orientation to the Federal Government followed by work assignments tailored to meet the needs of the individual and his agency. Conferences with the program staff and agency advisers, periodic work reports, guided readings, group meetings and academic work are used. The American University and George Washington University provide the interns not only with a course in public administration on a scholarship basis but also give academic credit for their participation in the public administration seminars of the program.

The programs are administered by a director who is an employee of the Examining and Placement Division. He is advised and assisted by an interdepartmental committee on intern programs composed of representatives designated by the heads of the cooperating agencies. The committee selects the interns and advises on the conduct of the program. The director, his assistant, and his secretary are employees of the Civil Service Commission. The interns continue to be carried as employees on the rolls of their respective agencies during the 6-months' internship. Members of the committee are regular employees of their respective agencies and serve on the committee as an incidental assignment. No Federal moneys are paid to the cooperating universities which furnish classes of instruction on a scholarship basis. Since 1945 12 administrative intern programs have been conducted. A junior program was started in January 1950. The third junior program (known as the junior management intern program) has been announced to start in September 1951. The junior management intern program and the administrative intern program operate for alternate 6-month periods.

Legal authorization.—Executive Order 7916; superseded by Executive Order 9830.

Obligations, fiscal year 1950.—Funds not identifiable.

4. DISPLACED PERSONS COMMISSION

Activity: Orientation program for displaced-person and expellee-refugees in European resettlement centers, with the cooperation of the World YMCA, American Red Cross, and other voluntary agencies

Purpose.—To instruct displaced-person and expellee refugees in Europe concerning the responsibilities they will assume upon admittance to the United States and economic, social, and historical aspects of American life.

History and description.—After several months' operation of the displaced persons program, it became apparent that displaced persons arriving in the United States held serious misconceptions regarding the nature of American life and their responsibility to the American sponsors who provided the assurances necessary to admission. It was found in some farm areas, for example, that displaced persons were leaving their employment after brief periods of service, sometimes without giving notice. This frequently led to suspicion regarding their motives and misunderstanding on both sides prevented successful adjustments. These problems suggested the advisability of providing each displaced person with basic information about the United States, and resulted in the establishment of an educational and orientation program in the resettlement centers in Europe.

The program was instituted after a special committee developed an outline setting forth the basic objectives and approved the types of materials to be used. The medium of instruction utilized in the resettlement centers and port of embarkation in Europe consists of motion pictures, the facilities of reading rooms and a series of lectures in the language of the immigrants on various phases of American life.

To carry on the program in Europe, a director of orientation was appointed in the fall of 1949, with headquarters at Frankfurt-am-Main, Germany, and commissioned officers were appointed in each of the resettlement centers and at the port of embarkation in Bremerhaven. These persons have been assisted by indigenous personnel and individuals from among the displaced persons who have appropriate linguistic ability; and have used the facilities of the World YMCA, American Red Cross, International Refugee Organization, American Friends Service Committee and other voluntary agencies. The IRO, Red Cross, and YMCA in particular have made large contribution in both personnel and educational materials.

There is no formal counterpart to this program in the United States. In many instances, however, local community committees attempt to assist the displaced persons to achieve a satisfactory integration, and everything is done to encourage the new immigrants to take advantage of the Americanization and citizenship classes conducted by the Immigration and Naturalization Service through cooperating boards of education. Generally speaking, the wide dissemination of the displaced persons throughout the country makes a centralized program impossible.

Legal authorization.—Although no specific authorization is given in the Displaced Persons Act to conduct an orientation project, Conference Report No. 2187, June 2, 1950, page 14, reads:

> * * * there is imposed upon the (Displaced Persons) Commission the obligation to provide the displaced persons overseas with information and guidance as to their responsibilities to American sponsors and the American community.

Obligations, fiscal year 1950.—Estimated at $50,000 for salaries, travel expenses, and materials and drawn from general budget. Building and maintenance costs have been avilable to the Commission for orientation services out of the resources of the German and Austrian Governments in connection with the German expellee immigrants and out of the resources of the International Refugee Organization for displaced-person immigrants.

5. ECONOMIC COOPERATION ADMINISTRATION

(*a*) *Activity: In-service job training*

Purpose.—To convey to employees the knowledge and skills needed for fully effective job performance.

History and description.—In-service training is of two types: (1) training conducted by supervisors on the job and (2) training conducted in organized classes arranged by the Personnel Division. In either instance such training is restricted to instruction which specifically assists employees in efficiently performing their required duties and is conducted only when in the opinion of the Economic Cooperation Administration it is clearly needed.

Training conducted by supervisors applies specifically to the positions under their supervision and may be given on an individual or group basis. Training may consist of corrective measures, instruction in newly installed procedures of work, group, or individual practice, et cetera. The Personnel Division provides staff assistance to supervisors in planning the content and organization of training sessions, developing and preparing instructional materials and in evaluating and improving presentations and techniques.

The Personnel Division organizes group sessions for instructing employees in job information which cuts across organizational lines or which can best be handled centrally for reasons of convenience and economy. This includes instruction in clerical skills such as arranging for official travel, preparing office forms and requisitions, and ECA correspondence and cable procedures. Supervisors are instructed in such subjects as standards of performance, performance ratings, supervisory techniques, personnel policies, and employee relationships. General training, self-improvement courses, and instruction in preparation for civil service examinations must be taken after working hours on the employee's own time and at the employee's expense. Employees are encouraged, however, to participate in off-duty training and are given assistance through educational counselling.

Legal authorization.—For ECA Foreign Service employees, sections 573 (b) and 705 of the Foreign Service Act of 1946 (Public Law 724; 79th Cong.). For departmental (United States) employees, general authorization only.

Obligations, fiscal year 1950.—Operating and administrative costs, $11,500, including salaries of employees devoting a part of their time to group instructional activities and costs of training materials.

(*b*) *Activity: In-service orientation program for new Economic Cooperation Administration employees operated by agency staff members and utilizing the language training and certain other facilities of the Foreign Service Institute of the Department of State*

Purpose.—To promote effective and rapid adjustment to the work assignment of individual employees through dissemination of background information on ECA programs and objectives and on the policies of the United States in the field of foreign economic affairs. To provide a foundation for staff effectiveness in alien cultures by presenting the social, cultural and ideological situations which must be dealt with in participating countries and to stimulate continued attention by employees to these matters.

History and description.—In order to effectively carry out the provisions of the Foreign Assistance Act of 1948 it was clearly necessary to instruct ECA personnel, especially those assigned to overseas, in the basic objectives and policies called for by the act and to assist them in adjusting to alien cultures. Accordingly, a 1-week orientation program was begun in September 1948.

The program has undergone several developmental changes and at present consists of a basic series of eighteen 1-hour conferences attended by all newly appointed ECA employees. The conferences, conducted by top ECA officials including the Administrator, outline the various ECA programs and furnish extensive information on the aims and objectives of the United States Government with respect to foreign economic assistance and military aid. All overseas employees (and their wives if available) receive a minimum of 2 hours' instruction and counseling on general and personal affairs in relation to overseas assignments.

Overseas employees (other than clerical) also meet and discuss their work assignments with officials (in this and other Government agencies) whose duties are related to the particular overseas assignment of the individual employee. Employees assigned to ECA missions in southeast Asia attend a 28-hour program at the Foreign Service Institute designed to stimulate interest in acquiring a basic speaking knowledge of local languages. The program acquaints employees with the fundamentals of the spoken language and provides instruction in the use of language recordings and instructional manuals. The language study materials are available in the overseas mission, so that the study on an individual or group basis can be continued until proficiency is acquired.

Legal authorization.—For ECA Foreign Service employees, sections 573 (b) and 705 of the Foreign Service Act of 1946 (Public Law 724; 79th Cong.). For departmental (United States) employees, general authorization only.

Obligations, fiscal year 1950.—Operating and administrative costs, $18,000, covering salaries of employees devoting part time to organized sessions and cost of instructional materials.

(*c*) *Activity: Operation of a technical assistance program in cooperation with the European Governments receiving Marshall plan aid*

Purpose.—To assist and encourage the Europeans concerned to maximize production from their industrial, agricultural, and human resources by (1) enabling them to observe American methods of research, management, production and distribution and (2) to receive advice from American technical and scientific personnel sent to Europe.

History and description.—The broad objective of the technical assistance program is to demonstrate to the Europeans how to produce more with the physical and human resources they now possess. The need for this type of aid arises from the wide gap in the rates of productivity per man-hour between Europe and the United States. Low productivity per man-hour in Europe limits the ability of European countries to produce military equipment for the common defense and to maintain adequate living standards. These factors contribute to political and social instability and increase the need for United States financial aid.

Under the auspices of the technical assistance program, 1,327 Europeans visited the United States during the fiscal year 1950, and 425 American experts went to Europe. The Europeans who visit the United States are, with minor exceptions, persons already trained in their fields, and the purpose of their visit is to receive further practical training in fields in which they already possess proficiency. Their visit is generally for a 2-or 3-month period. The technical assistance program bears only the dollar costs of their visit; that is, the costs of travel and living in the United States; trans-Atlantic travel and European costs are borne by the Europeans concerned. The European costs are greater than the dollar costs of most visits to this country.

Legal authorization.—The Economic Cooperation Act of 1948, as amended (Public Law 472, 80th Cong.), section 111 (a) (3) authorizes the "Procurement of and furnishing technical information and assistance" by the ECA to the citizens of the Marshall plan countries. Assistance is only granted by ECA pursuant to formal request of the foreign government concerned in conformance with the intent of the Congress.

Obligations, fiscal year 1950.—Operating (termed "program" in ECA), $13,000,000; administrative, $124,595.

6. FEDERAL CIVIL DEFENSE ADMINISTRATION

Activity: Operation of Federal civil defense schools

Purpose.—To train key executives and instructors in the skills and knowledge required to plan broad civil defense programs and to plan, organize, staff, train, and administer civil defense activities, particularly at the State and local levels.

History and description.—The Federal Civil Defense Act of 1950 (Public Law 920, 81st Cong., sec. 201e), authorized one national civil defense college and three civil defense technical training schools. The first conference (1 week) staff college course for governors and State civil defense directors opened April 30, 1951, in temporary headquarters in downtown Washington. A site (Longwood School, near Olney, Md.) has been leased for the staff college and the eastern training school. Present plans call for the staff college to be moved to the Longwood site in the fall of 1951. The eastern training school will be activated in the summer of 1951 on leased facilities of a university in the Washington area, probably the University of Virginia. Plans at the time of this writing call for the training school to be moved to the Longwood site in the spring of 1952, and for the western and central training schools to be activated in the fall of 1951 on facilities leased from universities.

The staff college will be for key executives charged with over-all civil defense programs. The training schools will be for executives and instructors charged with administering programs relating to a particular civil defense service (for example, rescue, radiological defense, et cetera). These trainees will be expected to apply the results of their training in organizing and training "second echelon" executives and instructors at the State and municipal levels. It is estimated that between 1,200 and 1,500 people can be trained in the staff college during the first year of its operation and that approximately 6,000 can be instructed at the training schools during the first year of their operation.

Legal authorization.—Federal Civil Defense Act of 1950, Public Law 920, Eighty-first Congress.

Obligations, fiscal year 1950.—None.

7. FEDERAL COMMUNICATIONS COMMISSION

Activity: International exchange of persons program

Purpose.—To provide technical assistance to foreign countries through training individuals from those countries in telecommunication developments in the United States.

History and description.—In 1944 the Commission adopted part 65 of its Rules and Regulations under which fellowships would be awarded to students and announced that funds had been set aside by the Department of State for the purpose of training Latin-American engineers in the telecommunication regulation and operating practices in this country. Only two people, a Chilean and a Cuban, received training at the Commission under this program.

In January 1948, Congress passed the United States Information and Educational Exchange Act (Smith-Mundt Act, Public Law 402), which extended the training program to include the Eastern Hemisphere. The Commission endeavored to obtain funds through the Interdepartmental Committee on Scientific and Cultural Cooperation but no funds were appropriated by Congress for use under Public Law 402 in fiscal year 1948; and in fiscal year 1950 no funds were made available because of budget reductions.

Since 1948, however, the Commission has been increasingly active in the field of technical assistance as an operating agency handling technical assistance projects sponsored by other Government agencies such as the Department of State, the Economic Cooperation Administration and the Department of the Army as well as projects sponsored by the United Nations. Approximately one hundred foreign nationals have received training under the Commission through such arrangements. In the case of each program the Commission developed an itinerary designed to provide the individual with the proper specialized training, either in Government agencies or in the industry, based on the needs of the individual trainee and his country in the field of telecommunications.

In most cases administrative costs have been absorbed by the Commission. During the fiscal year 1950 no funds were transferred to the Commission to compensate for the administrative costs of handling the technical assistance programs. During the fiscal year 1951, funds were transferred by other agencies to reimburse the Commission for the personal services required in administering certain technical assistance projects which the Commission was requested to administer. In one instance, funds were also transferred to pay the trainee's personal allowances and travel costs involved.

Legal authorization.—Public Law 402, January 1948.

Obligations, fiscal year 1950.—None reported.

8. FEDERAL DEPOSIT INSURANCE CORPORATION

Activity: Courses in banking, for employees

Purpose.—To assist in maintaining a competent examining staff.

History and description.—This program, which began in 1946, is designed to fit the particular needs of each participant and is supple-

mental to the training he receives on the job. Usually the program consists of correspondence study in courses given by the American Institute of Banking. In other cases, examiners or assistants are enrolled in residence courses offered through a college or university or by a local chapter of the American Institute of Banking. In the latter group are included enrollees in the American Bankers Association Graduate School of Banking held at Rutgers University, and in the Central States School of Banking at the University of Wisconsin for the regular 3-year course which is conducted for a 2-week period each year. Approximately 75 percent of the examining staff were either enrolled or had completed courses under the program by the end of fiscal year 1950. The entire cost of the program is paid by the Corporation.

In order to qualify for the benefits offered by the Corporation, participants in residence courses must agree to successfully complete the course, to waive ten days annual leave during each of the 3 years he is in attendance, and, in the event his employment with the Corporation is terminated prior to completion of the course, or within 3 years thereafter, to refund all registration and tuition paid on his behalf by the Corporation.

Legal authorization.—Public Law 797, Eighty-first Congress, second session.

Obligations, fiscal year 1950.—Operating, $9,006; administrative, estimated $2,500.

9. FEDERAL MEDIATION AND CONCILIATION SERVICE

Activity: Organized study program for mediators of the Federal Mediation and Conciliation Service

Purpose.—To improve the individual performance of mediators by self-improvement through the study of current information, practices, and policies of labor, management and governmental agencies in the labor-management field.

History and description.—Prior to 1949 mediators in some of the regional offices occasionally met in offices of the Federal Mediation and Conciliation Service and, among other things, discussed developments in the labor-management field. This was done voluntarily and without formal supervision. In 1949, because of the indicated desire of the mediators, the Director of the Service instructed all regional directors to institute regular study programs for mediators in their regions, if the mediators wished to set up and carry out such a program. In all regions organized study programs have been instituted by the mediators themselves who prepare the subjects for consideration, arrange for the speaker, and prepare the material to be presented with the advice and counsel of the regional director. These programs are reviewed and coordinated by the national office. There is no limitation to the subjects which are discussed except that they must be of assistance to the mediators in improving their performance. The program is folded into the routine activities of the mediators. Occasionally educators and other authorities in the field of labor relations are requested to attend the organized study programs, but they do so without compensation, either for expenses or for the time involved.

Legal authorization.—This activity is carried on under the general authority of the Labor-Management Relations Act, 1947 (Public Law 101, 80th Cong.).

Obligations, fiscal year 1950.—None.

10. FEDERAL RESERVE BOARD

(*a*) *Activity: Participation with individual Federal Reserve Banks and graduate schools of banking at several universities in conducting summer seminars on economic and monetary problems for teachers and members of the financial community*

Purpose.—To familiarize college and university teachers and bank employees with the economic and financial information developed, or in process of development, by the System's research staff and to discuss first hand the functions and operations of the Federal Reserve System.

History and description.—The Federal Reserve Board cooperates on occasion with individual Federal Reserve banks in conducting short seminar sessions at the banks or the Board for college and university teachers of money and banking and banking staffs for the purpose of enlarging general understanding of the monetary and credit mechanism and its attendant problems.

In addition, members of the Board's staff participate, on invitation, in the summer seminars on money and banking conducted by graduate schools of banking at various universities for teachers of economics and members of the financial community.

A limited number of the Board's staff is selected to attend, for training purposes, the 2-week course given annually at the Rutgers University Graduate School of Banking under the auspices of the American Bankers' Association.

Legal authorization.—Federal Reserve Act of 1913, as amended.

Obligations, fiscal year 1950.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

(*b*) *Activity: Cooperation with the Joint Council on Economic Education in conducting regional workships for teachers of economics in secondary schools*

Purpose.—To stimulate and improve economic education in the secondary schools.

History and description.—Since early 1950 the Board has detailed staff members on occasion to participate in regional economic workshops held under the sponsorship of the Joint Council on Economic Education and its affiliated organizations in the several States. The workshops are designed for social studies teachers in secondary schools and have for their purpose a broadened understanding of the American economic system. This program still is in an experimental but rapidly expanding phase of development.

Legal authorization.—Federal Reserve Act of 1913, as amended.

Obligations.—No funds appropriated by Congress are involved in defraying any of the expenses of the Federal Reserve System.

11. GENERAL SERVICES ADMINISTRATION

(a) *Activity: Participation with the Federal Security Agency in a program of distribution of surplus personal property to educational institutions*

Purpose.—To make available, by donation to eligible educational institutions, equipment, materials, books, or other supplies which are surplus to the needs of the Federal Government.

History and description.—Under statutes passed prior to enactment of the Surplus Property Act of 1944, the Armed Forces were authorized to donate to educational institutions, surplus and obsolete machines, tools, mechanical equipment, electronics and aeronautical equipment which were needed and usable for instructional purposes. The Surplus Property Act of 1944 provided for transfers of personal property to health and educational institutions at discount from fair value, and for donation of personal property to such institutions where the administrative costs of other disposal exceeded the recoverable value from such disposal.

In June 1948 the Eightieth Congress (Public Law 889) broadened the authority of the armed services to donate personal property they no longer needed to schools, colleges, and universities upon determination by the Commissioner, United States Office of Education, that such property was needed and usable for educational purposes. Since October 1946 the United States Office of Education has determined the educational need for such property and has provided for equitable distribution by allocation throughout the United States and its Territories and possessions.

Public Law 152, Eighty-first Congress, made surplus personal property of all executive agencies available for educational use by donation to eligible educational institutions. This program is administered cooperatively by the General Services Administration and the Federal Security Agency. Personal property which is released by the General Services Administration as surplus to the needs of all Federal agencies is made available to the Federal Security Agency. Such of the surplus as is determined by the Federal Security Agency to be usable and necessary for educational purposes may be authorized by the General Services Administration for donation. The Federal Security Administrator allocates the donated property on the basis of need, either direct or through State educational agencies, to all levels of education in continental United States, its Territories and possessions. The donated surplus personal property is then transferred to State educational agencies which are responsible for the transfer of property to the ultimate recipient. Each of the States uses its State educational agency to handle the allocation and distribution of property to individual institutions. The latter pay the costs of packing, shipping, and handling.

During the fiscal year 1949 surplus personal property with an original acquisition value of $85 million and during the fiscal year 1950 personal property with an acquisition value of $141 million was allocated for transfer to eligible educational institutions.

Legal authorization.—Section 13 (a) of the Surplus Property Act of 1944, as amended; Federal Property and Administrative Service Act of 1949 (sec. 203 (j), Public Law 152, 81st Cong., as amended).

Obligations, fiscal year 1950.—Costs of this activity are not segregable from general operating costs for all excess and surplus personal property operations of the General Services Administration.

(*b*) *Activity: Participation with the Federal Security Agency in a program of distribution of surplus real property to educational institutions*

Purpose.—To make available at nominal cost or by donation to eligible educational institutions, real property including buildings, fixtures, and equipment situated thereon which are surplus to the needs of the Federal Government.

History and description.—The transfer for educational use of real property and related personal property, including buildings, fixtures, equipment, and materials situated thereon continues the surplus real property disposal activities of the former War Assets Administration. The General Services Administration and the Federal Security Agency cooperate administratively in this program under which transfers may be made to all levels of education in the continental United States, its Territories, and possessions.

Through December 31, 1949, property was transferred by the General Services Administration or the War Assets Administration upon advice obtained from the Federal Security Agency as to the suitability of property for educational use and as to the program of the claimants. Since then, under provisions of Public Law 152, Eighty-first Congress, the United States Office of Education is fully responsible for the transfer to educational users of suitable surplus property assigned to the Federal Security Agency upon that Agency's request.

Reports of the United States Office of Education show that from the beginning of the program through June 30, 1950, a total of 5,603 transfers, involving 110,154 acres of land, had been made. This included 24,821 buildings and other improvements which, in the aggregate, originally cost the Government approximately $512 million. In the fiscal years 1949 and 1950, eligible educational institutions secured 39,714 acres of land, 7,438 buildings, and other improvements which originally cost $142 million.

Legal authorization.—Section 13 (a) of the Surplus Property Act of 1944, as amended; Federal Property and Administrative Services Act of 1949 (sec. 203 (k), Public Law 152, 81st Cong., as amended).

Obligations, fiscal year 1950.—Costs for this activity are not segregable from general operating costs for all surplus real-property operations of the General Services Administration.

12. HOUSING AND HOME FINANCE AGENCY

(*a*) *Activity: German reorientation program*

Purpose.—To educate German leaders in the field of housing and city planning in American methods in housing technology and finance.

History and description.—As a part of the general State Department program on American democratic practices, five German leaders in housing and city planning were assigned to this Agency in 1950 for 2 to 6 months' study of United States methods in housing technology and finance. A complete program of conferences, tours, lectures, and readings was arranged. Payments of costs for individual trainees

were made directly to the State Department, and funds transferred to the Housing and Home Finance Agency were solely for administrative expenses.

Legal authorization.—Public Law 327, Eighty-first Congress.

Obligations, fiscal year 1950.—Administrative, $164.

(*b*) *Activity: Housing research program operating through contracts with educational institutions having suitable facilities and expert personnel*

Purpose.—To encourage a comprehensive housing-research program to develop and disseminate practical improvements in (1) design, construction methods, and materials which will serve to lower costs and increase quality; and (2) to analyze effective local market demand for housing and the means of financing its distribution.

History and description.—The Housing Act of 1948 initiated a research program limited to studies useful in standardization of building codes and construction material dimensions. The Housing Act of 1949 provided for a comprehensive research program: To assist the President and the Congress by reporting on housing needs and progress as a basis for policy determination; to assist industry by identifying and developing and publicizing improvements in technology and financing; to assist local governments through study of building codes and techniques for improved market analysis; and to assist the consumer by identifying and publicizing means of lowering building costs. This act recognizes the availability of facilities for particular studies in other parts of the Federal Government, in agencies of State and local governments, and in educational and other nonprofit organizations, by specifically authorizing the Administrator to undertake research cooperatively by entering into contracts with such organizations. In administering the program, the colleges are also recognized as best fitted for disseminating research results. Of the 75 contracts arranged to date, 36 have been with educational institutions for a total of approximately $875,000.

Legal authorization.—12 U. S. C. 1701e, as amended by the Housing Act of 1949, Public Law 171, Eighty-first Congress.

Obligations, fiscal year 1950.—Total research contracts, $1,389,804, of which $179,846 were with educational institutions; staff studies and administrative, $660,364.

(*c*) *Activity: Lending to educational institutions for student housing*

Purpose.—To assist with the program of housing for students and faculties of institutions of higher learning through long-term low-interest loans.

History and description.—Title LV of the Housing Act of 1950 authorized the Administrator to borrow up to $300 million from the Treasury to support loans to educational institutions for construction of dormitories and faculty housing accommodations. The Korean outbreak came before the program could be placed in operation and it was suspended by the request of the President on July 18, 1950. Subsequent reexamination led to the decision to activate a program limited to $40 million in borrowings to serve the most acute needs arising from defense or defense-related activities.

Applications are now being received following the recent issuance of instructions and application forms.

Legal authorization.—12 U. S. C. 1749 (1946 ed. Supp. IV).

Obligations, fiscal year 1950.—None.

(*d*) *Activity: Liquidation and disposal of war public works including schools and other properties constructed by the Government in war-impacted communities.*

Purpose.—To dispose of all remaining Government-controlled properties as rapidly as proper arrangements can be effected.

History and description.—During the war, over a thousand community facilities were constructed by the Government under titles II and III of the Lanham Act to provide minimum services in localities with greatly expanded population by reason of military and industrial installations. Of these projects, 529 costing $59,876,238 were for school purposes. A total of 65 school projects were disposed of in the fiscal year 1950, an additional 152 schools were transferred under the terms of Public Law 815 during the current year, and only 5 remained as of March 31, 1951. The total recovery on projects disposed of up to that date was $4,353,413.

Legal authorization.—42 U. S. C. 1531; Public Law 815, Eighty-first Congress.

Obligations, fiscal year 1950.—Operating, $102,428; administrative, $33,055; of which approximately 50 percent would be applicable to school projects.

(*e*) *Activity: Participation in the international exchange of information and education program, 1949 and 1950*

Purpose.—To promote scientific and cultural exchange.

History and description.—This activity, financed by the transfer of funds from the State Department, is a small part of the program of that Department under Public Law 402 (80th Cong.). In this instance the funds were used to defray a portion of the cost for arranging and assisting with educational tours of housing agencies, projects, et cetera, for many visitors who came to this country under the general program; and for developing a year's course of postgraduate study and in-service work for one trainee from El Salvador. Payments to the individual trainee were made by the State Department.

Legal authorization.—Public Law 402, Eightieth Congress.

Obligations, fiscal year 1950.—Administrative, $1,995.

(*f*) *Activity: Participation with the United States Office of Education in a school-construction program*

Purpose.—To appraise school buildings for purposes of eligibility deductions; to review applications for Federal financial assistance; and to construct schools on Government reservations.

History and description.—The Housing and Home Finance Agency shares responsibility with the United States Office of Education for the provision of certain school facilities. Under Public Law 815, the Agency is responsible for the appraisal essential to calculating deductions for schools constructed since June 30, 1939, with Federal financial assistance. By delegation of function from the United States Office of Education, the HHFA performs the financial, legal and engineering review of applications, and also inspects and audits construction. Also by delegation from the United States Office of Education, the Agency will have charge of construction projects on Government reservations.

Legal authorization.—Public Law 815, Eightieth Congress.

Obligations, fiscal year 1950.—None reported.

(*g*) *Activity: Promotion of advance planning of non-Federal public works, especially schools and other educational facilities through interest-free cash advances*

Purpose.—To provide interest-free repayable advances to State and local governmental agencies for advance planning of adequate non-Federal public works.

History and description.—Under title V of the War Mobilization and Reconversion Act of 1944 and its successor, Public Law 352, Eighty-first Congress, interest-free advances have been made to local governmental agencies for planning needed non-Federal public works. Repayment of the amounts so advanced is required to be made if and when construction of the public works is undertaken. Through March 31, 1951, a total of $70.8 million of such advances had been approved, including $20,189,760 for 2,258 school projects with an estimated aggregate cost of $860.1 million. Since August 1950 approval of advances has been limited to projects meeting defense needs and essential civilian requirements, and new commitments under the program will cease with the expiartion of current funds on June 30, 1951.

Legal authorization.—50 App. U. S. C. 1671 (1946 ed.); 40 U. S. C. (1946 ed., Supp. III).

Obligations, fiscal year 1950.—Operating, $13,404,670, of which $4,357,900 was for school projects; and a proportionate share of administrative costs amounting to $1,056,744.

13. INTERSTATE COMMERCE COMMISSION

(*a*) *Activity: In-service training course in 1950–51 administrative law—Interstate Commerce Act and related acts*

Purpose.—To train 10 new members of the examining staff of the Bureau of Formal Cases in administrative law with particular reference to the Interstate Commerce Act and related acts.

History and description.—Similar in-service training courses for new examiners were conducted by experienced examiners in 1919–20, 1920–22, 1927, and 1929–31. In 1950–51, sufficient new members were added to the staff to warrant a new course of training, conducted by an experienced examiner already on the staff.

Legal authorization.—Under general authority.

Obligations, fiscal year 1950.—None.

(*b*) *Activity: In-service training course for Bureau of Traffic Examiners*

Purpose.—To prepare employees for promotion and to instruct others, particularly new legal examiners, in the intricacies of tariffs and rate structures.

History and description.—This course has been given twice, once during the period October 1944 to May 1946, inclusive, and again October 1947 to June 1949, inclusive. It consisted in each instance of approximately 125 1-hour classes held twice a week in the offices of the Interstate Commerce Commission. It was conducted primarily to prepare employees for promotion to the position of tariff examiner, but was also available to other employees, particularly to candidates for attorney positions and others newly appointed to such positions. A third course began in March 1951.

The subjects taught include a thorough discussion of tariff construction and interpretation; the territorial application of tariffs; the different types of rates, e. g., local, joint, through, legal v. lawful; tariff rules and charges affecting weights, classification and exceptions, and division of revenue derived from rates. Included also is a discussion of Commission and court decisions on such matters and a study of the Commission's Tariff Circular No. 20. This course has been typed (542 pages) and will be kept current as a basis for teaching new employees how better to perform regulatory tariff work.

Legal authorization.—Conducted under a special promotion agreement with the Civil Service Commission, as provided in chapter A6 of the Federal Personnel Manual. The course is conducted by an employee of the Bureau of Traffic, who prepares the material outside office hours. Only official time required is 2 hours a week for classes.

Obligations, fiscal year 1950.—None.

14. NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS

(*a*) *Activity: Apprentice training program*

Purpose.—To provide organized and supervised shop training and related classroom instruction for apprentices in a variety of skilled trades and crafts, particularly in highly specialized occupations and in local or Nation-wide shortage categories.

History and description.—The apprentice training program is carried out only in the two NACA laboratories at Langley Field, Va., and Cleveland, Ohio, since the Ames Aeronautical Laboratory in California has other satisfactory arrangements. The program at the Langley laboratory began in 1941, and at the Cleveland laboratory in 1942. Since that time the total enrollment of apprentices has varied widely, being as low as 100 when skilled journeymen were readily available and as high as 250 when shortages existed. During the fiscal year 1949 the combined total was 285 apprentices, and in the fiscal year 1950 it had grown to 389. In some trades, because of the complexity of the work the training has been extended from the normal 4 years to 5.

The programs at the two laboratories are coordinated by NACA headquarters, and are registered with the Federal Committee on Apprenticeship of the United States Department of Labor. Apprentices, who are selected by regular civil-service tests, are generally aged 16 or 18 to 21, just out of high school, except for veterans. Classroom instruction of apprentices is performed by NACA employees designated for that purpose. Shop work by apprentices is supervised by skilled NACA tradesmen, under the direction of shop superintendents coordinated by the laboratory training officer. Operating costs include proportional salaries of apprentices and instructors for time spent in 144 hours per year of classroom work; time spent in shop work, either by apprentices or foremen, is not included since this is productive NACA time. Administrative costs include proportional salaries of training officers, administrative and supervisory personnel, and clerical personnel; and supplies and equipment.

Legal authorization.—Executive Order 7916 superseded by Executive Order 9830, based on general provisions of law which recognize employee training as a function of the Director of Personnel in

assisting the head of the agency in carrying out the administrative responsibility with which he is charged.

Obligations, fiscal year 1950.—Operating $85,350; administrative $27,250.

(*b*) *Activity: Graduate study leave program*

Purpose.—To grant to qualified professional NACA employees leaves of absence (i. e., continuing their normal salaries) to do graduate study or research of primary benefit to the NACA, at accredited institutions of learning.

History and description.—The legal authority for this program was not obtained until April 11, 1950. It was sought by the NACA in order to facilitate graduate study and research by professional employees of demonstrated ability at colleges and universities located at a distance from the NACA laboratories, as a supplement to the graduate-study program described separately. Similar authority has been granted in the past to military and civilian departments and agencies. One reason for the importance of this authority to the NACA lies in the scattered locations of institutions of learning having on their staffs authorities in various highly specialized fields of science and unique research facilities, both of value to the furthering of NACA research, but useful to NACA only through prolonged attendance by NACA professional employees.

Under the legal authority, the total of all sums expended by the NACA pursuant to this act may not exceed $50,000 in any fiscal year. Since the act became effective so late in fiscal 1950, it was possible for only 20 employees to take summer-session courses during that year. The operating costs of the program include only the normal salaries of employees during their periods of study leave. The student-employee himself, not the NACA, pays the costs of travel, tuition, books, subsistence, etc. The administrative costs of the program are very small, including (as a nonrecurring expense) the preparation and publication of official regulations, and the proportional salaries of laboratory and headquarters officials for time spent in advising employees concerning the program and in reviewing and approving proposals for granting study leave.

Legal authorization.—Public Law 472, Eighty-first Congress, second session, effective April 11, 1950.

Obligations, fiscal year 1950.—Operating, $5,300; administrative, $490. The operating obligations for fiscal 1950 were abnormally small, as explained above; the legal limitation, to be reached in fiscal 1951 and thereafter, is $50,000.

(*c*) *Activity: Graduate training program*

Purpose.—To cooperate with leading universities near the three NACA laboratories in providing courses in science, engineering, and mathematics, primarily of graduate level, taken after working hours by NACA employees to increase and broaden their professional knowledge and skills.

History and description.—The offering of formal college courses began at the Langley (Virginia) Laboratory in 1929 with the cooperative establishment of extension courses by the University of Virginia. Beginning exclusively with undergraduate courses, the program is now predominately of graduate level. Similar arrangements were begun by the Ames (California) and Lewis (Ohio) Laboratories soon

after their establishment in 1941 and 1942, with nearby Stanford University and Case Institute of Technology.

The courses are in science, engineering, and mathematics, ranging from basic courses to highly specialized courses at very advanced graduate levels. They are offered after working hours or during evenings, either at the university campuses or on non-federal property near the NACA laboratories. They are attended by NACA employees, who individually pay tuition and other costs. Some courses are taught by full-time professors of the universities; others are taught by NACA scientists and engineers, authorities in their fields, who are paid by the universities for this part-time work. Academic credit toward advanced degrees is given by the universities for these courses, and arrangements have been developed whereby work done by employee-students on NACA research projects may serve as the basis for their graduate theses.

A total of about 740 employees, at all laboratories combined, took courses during fiscal year 1950.

Since the NACA does not pay tuition fees for students nor stipends for teachers, the only costs are involved in coordinating and administering the program at the laboratory and NACA headquarters levels. The operating costs include proportional salaries of employees for time spent in committee meetings, consultation with students on courses and thesis projects, and preparation of bulletins to the staff; and typing, reproduction, and so forth. The administrative costs include proportional salaries of training officers and others in coordination and supervision of the program.

Legal authorization.—Executive Order 7916, superseded by Executive Order 9830, based on general provisions of law which recognize employee training as a function of the director of personnel in assisting the head of the agency in carrying out the administrative responsibility with which he is charged.

Obligations, fiscal year 1950.—Operating, $23,700; administrative, $9,650.

(*d*) *Activity: University research program*

Purpose.—To utilize scientific talent available at educational institutions to complement the research carried on in NACA laboratories.

History and description.—The first research project, initiated in 1916, of the NACA was at a university under a NACA research contract. Since that time the NACA has continued to utilize the research talents and facilities of universities and other nonprofit scientific institutions to find solutions for aeronautical problems by sponsoring research projects at the various institutions. By thus using the reservoir of available specialized talent in mathematics, physics, and engineering for research on important aeronautical problems, it is possible to complement the research carried on in NACA laboratories.

Careful review of prospective university projects by the technical staff of the NACA and members of its technical subcommittees insures that only investigations of maximum interest and utility to the industry, the NACA and other research groups will be supported. This technical reviewing process is applied also to interim and final reports of the project after the work is under way, in order that undesirable duplication of effort may not develop and that significant new infor-

mation may be immediately exploited. This technical supervision is close enough to maintain generally high standards of scientific thought and expression on the part of the university staff and students who engage in the sponsored investigation without discouraging individual ingenuity and initiative. The training thus afforded graduate students is an important concomitant of the contract research program.

During 1950 the NACA sponsored varied fundamental projects in the fields of structures, aircraft structural materials, heat-resisting materials, aircraft operations, and aircraft instrumentation as well as a broad coverage of the field of aerodynamics.

Legal authorization.—Regulations for conduct of the committee as approved by the President under the provision of the act of March 3, 1915 (U. S. C., title 50, sec. 151) as amended to date; and by appropriation acts up to and including the General Appropriation Act of 1951 (Public Law 759, 81st Cong.).

Obligations, fiscal year 1950.—Operating, $671,190; administrative, not available.

15. THE PANAMA CANAL

Activity: Operation of the Canal Zone public schools

Purpose.—To provide a system of free education for all residents of the Canal Zone and for nonresidents who are employed by the United States Government.

History and description.—The United States of America secured control of the Canal Zone in the year 1904, but the first public school under the jurisdiction of the United States Government did not open until January 2, 1906.

The Canal Zone schools are operated by the Panama Canal with direct appropriations by the United States Congress. There is no body of school laws in the Canal Zone. The school system is governed by administrative regulations rather than statutory enactments.

The schools are administered under the immediate supervision of the superintendent of schools, subject to the general direction of the civil affairs director as a part of the Civil Affairs Bureau of the Panama Canal.

The Canal Zone schools are open free of tuition to all residents of the Canal Zone, white and colored. Nonresidents and others not entitled to free school privileges are admitted to the schools when room is available, at established tuition rates.

In the Canal Zone, separate schools are operated for white and colored children. The schools for white children include a kindergarten; an elementary course of 6 years which covers the first six grades of traditional school work; a 2-year junior-high-school course which includes the work of the seventh and eighth grades; a senior-high-school course of 4 years that covers the work of grades 9 through 12; a junior college which offers, in addition to the first 2 years of college work, extension courses for adults; and a 4-year apprentice school for training craftsmen. The schools for white pupils open early in September and close 9 months later.

The Canal Zone schools for colored children include a kindergarten; a 6-year elementary school course, a junior high-school course which includes departmentalized courses at the seventh, eighth, and ninth grade levels; an occupational high-school course covering the work of grades 10, 11, and 12; and a normal training junior college. Evening

courses for adults are offered in the junior college and in the two occupational high schools. The colored schools open early in August and close 10 months later.

The Canal Zone Junior College and the Balboa and Cristobal High Schools are fully accredited by the Middle States Association of Colleges and Secondary Schools.

Legal authorization.—Section 5, title 2, of Canal Zone Code, appearing in United States Code as the first sentence of section 1305 of title 48.

Obligations, fiscal year 1950.—Operating, $1,777,773; administrative, $82,839.

16. RAILROAD RETIREMENT BOARD

Activity: In-service training of employees of the Railroad Retirement Board in the basic principles of the Railroad Retirement and Railroad Unemployment Insurance Acts and in the procedures governing the processing of claims for benefits thereunder

Purpose.—To attain a more efficient and economical administration of the Railroad Retirement and Railroad Unemployment Insurance Acts.

History and description.—The Railroad Retirement and the Railroad Unemployment Insurance Acts protect individuals employed in the railroad industry against the hazards of old age, disablement, unemployment, and sickness. The former act provides annuities for aged or disabled railroad workers and their survivors and the latter act provides cash benefits for periods of unemployment and sickness. The in-service training programs of the Railroad Retirement Board have been carried on for several years to expedite the payment of claims for benefits frequently submitted by individuals who are in destitute circumstances, and, by imparting to Board employees a better understanding of the provisions of the acts, to insure the furnishing of correct and adequate information to individuals inquiring concerning such provisions and their application to specific cases.

Legal authorization.—General authority of the Railroad Retirement Acts of 1935 and 1937, as amended: U. S. C. title 45, 228a, 228s; and the Railroad Unemployment Insurance Act, as amended; U. S. C. title 45, 351–367.

Obligations, fiscal year 1950.—Operating, $59,300; administrative, $8,800.

17. RECONSTRUCTION FINANCE CORPORATION

(*a*) *Activity. Loan examiner trainee program*

Purpose.—To train young men from within the Corporation and those brought in from outside the Corporation in the field of extending Government credit to business enterprise and public agencies for financing of public projects.

History and description.—Several years ago the Reconstruction Finance Corporation in reviewing its personnel files discovered that the average age of its loan examiners was so high that immediate steps would have to be taken to provide for replacements required by resignations, retirement, et cetera. A review of the registers of eligibles set up through examination by the Civil Service Commission for loan-examiner positions in the Reconstruction Finance Corporation disclosed a lack of well-qualified people for these jobs. The decision

reached was that a training program would be the best medium through which the future loan examiners could be provided.

Through the cooperation of the Civil Service Commission and the interested offices of the Corporation, including field offices, a program was developed and put into effect. This program included an outline of training and qualification standards for trainees and was announced during the fiscal year 1950. The outline for the program plus the qualification standards were submitted to the Civil Service Commission in compliance with regulations of the Commission. The number of trainees was limited in accordance with the needs. Six months was considered to be the minimum time for training a candidate, but each training committee was free to allow up to 1 year if necessary before promotion to a higher grade. There were 61 trainees scattered in the field and 13 in the Washington office. Because of the nature of the Washington office work, there were some modifications in the program for this reason.

The training committees were encouraged to emphasize a sound academic background in the field of business administration insofar as possible. For this reason, the Civil Service Commission was inclined to use the junior management assistant register as much as possible. The training committee encouraged trainees to make use of university night school courses in business administration as well as those available to them through the extension service of the Department of Agriculture and other academic institutions.

Upon the recommendation of the trainee committee and approval by the Washington office, a certificate of completion of the program has been presented to each trainee.

Legal authorization.—Reconstruction Finance Corporation Act, as amended (15 U. S. C. 604).

Obligations, fiscal year 1950.—Administrative, $150,000.

(*b*) *Activity: Synthetic rubber research, operating through contracts with universities and colleges*

Purpose.—Improvement of manufacturing techniques to permit production of large quantities of synthetic rubber of uniform and satisfactory quality which would equal or surpass natural rubber in uniformity, special properties, and economy.

History and description.—Prior to World War II, research in synthetic rubber was conducted in the United States on a private basis. Early in the war, conclusions were reached among persons prominent in Government and industry that successful prosecution of the war required a synthetic-rubber program of such magnitude that the Government must assume not only responsibility for construction, but also direction, coordination, and financial support of a large research program. Such a program was carried out during the war and the postwar period.

Universities and colleges having the best background in this complicated field were selected for participation in this program, and a complete exchange of technical information in physical science was provided. Results to date have provided a foundation for the origination of numerous types of synthetic rubber surpassing the wearing quality of natural rubber, particularly in tire treads.

During the fiscal year 1950, contracts were established with 10 universities and colleges located in Delaware, Illinois, Maryland, Massachusetts, Minnesota, New York, Ohio, and Texas.

Legal authorization.—Public Law 469, Eightieth Congress, as extended by Public Law 575, Eighty-first Congress.

Obligations, fiscal year 1950.—Obligations in the amount of $656,000 were incurred, for basic and applied research by the universities and colleges under contract.

V. ACTIVITIES OF THE EXECUTIVE OFFICE, LEGISLATIVE ESTABLISHMENT, AND DISTRICT OF COLUMBIA

A. The Executive Office of the President

1. SUMMARY

Three agencies in the Executive Office of the President have educational programs: The Bureau of the Budget, the Central Intelligence Agency and the National Security Resources Board.

Since 1943 the Bureau of the Budget has carried on a training program of steadily broadening scope in methods of public administration for selected public officials of other American Republics. This activity involves exchange of personnel, information and techniques, and has for its purpose the development of a community of public officials in the Republic of the Western Hemisphere sharing a common stock of knowledge of sound public administration.

The Bureau of the Budget also cooperates with the Department of State and the Economic Cooperation Administration in two educational programs designed to give public officials of certain foreign countries an opportunity to observe and study methods of public administration and other governmental processes in this country. The first of these activities is a part of the public affairs program of the Government of Occupied Germany and is for selected public officials from all levels of that government and representatives of the press. The second activity is carried on with the Economic Cooperation Administration for selected public officials from European recovery program countries.

Under its establishing act the Central Intelligence Agency is empowered to assign any officer or employee for special instruction, research or training with any domestic or foreign, public or private institution where the special training desired may be secured. Much of the training is in the field of language and area background courses.

From its inception the National Security Resources Board has utilized existing research facilities in certain universities to acquire basic data and background material on essential aspects of resource mobilization planning.

Total obligations for the activities of the Executive Office of the President herein reported for the fiscal year 1950, according to computations of the agencies concerned, but excluding the Central Intelligence Agency, amounted to $155,146.

2. BUREAU OF THE BUDGET

(*a*) *Activity: Exchange of persons program with Germany, carried on in cooperation with the Department of State*

Purpose.—To bring Germans to the United States to study the working of our democratic institutions.

History and description.—Through the public affairs program of the government of occupied Germany, a reorientation of the German

people to the democratic way of life was undertaken first by the Army, then by the State Department. As part of the program the Bureau of the Budget was asked in 1948 to assist in an exchange program of German officials who would be sent to this county to observe the methods of public administration in a democratic government.

To this end the Bureau's program has given a selected group of high-ranking German officials from Federal and state government and several representatives from the press an opportunity to (*a*) observe and study their particular field of interest, i. e., local finance, hobbies, and pressure groups, Legislative Reference Service, Federal-State relations, etc., and (*b*) to travel throughout the United States talking with people expert in their field, and observing how people live, think, and express themselves in a democratic society.

Legal authorization.—Government and relief in occupied areas, 1949—Appropriation. Government in occupied areas of Germany, State, 1950—Appropriation.

Obligations, fiscal year 1950.—Operating, $7,250.

(*b*) *Activity: Scientific and cultural cooperation and exchange program with the other American Republics*

Purpose.—To exchange personnel and information in the field of public administration for the furtherance of mutual understanding.

History and description.—Since its inception in 1943, the Bureau of the Budget's training program in public administration has developed steadily and with a broadening impact upon relations between public administrators throughout the hemisphere. The program has long-range goals of building a community of public officials of competence and integrity and developing a systematic knowledge of public administration to be shared by all the American Republics. The interchange of persons, information and know-how contributes to our foreign policy objectives of economic stability and security in this hemisphere so far as these may be fostered through sound administration. Stress has been placed, too, upon direct benefits to the United States from contacts with foreign officials who understand our methods.

To these ends the Bureau's program has given a selected group of officials in the public service of other governments an opportunity to receive practical training in order to (*a*) acquaint themselves with methods of administration in the United States; (*b*) advance their own knowledge in special fields such as budgeting, organization and management, fiscal policy, personnel management, etc., thus helping them to make a practical contribution to the improvement of public administration in their countries and thereby contributing to the furtherance of economic rehabilitation.

Legal authorization.—Public Law 472, Foreign Assistance Act of 1948; Public Law 47, to amend Foreign Assistance Act of 1948; Public Law 535, Foreign Assistance Act of 1950.

Obligations, fiscal year 1950.—Administrative, $10,000.

(*c*) *Activity: Training under the technical assistance program of the Economic Cooperation Administration*

Purpose.—To furnish technical information and assistance in the field of public administration to European recovery program countries by training selected government officials of those countries.

History and description.—Since the fall of 1949 the Bureau of the Budget has been assisting in the technical assistance program of the Economic Cooperation Administration by handling the programs of

those public officials who were sent to this country by their governments to study all phases of American public administration. Selected public officials of the ERP countries are given an opportunity to receive practical training in order to: (*a*) Acquaint themselves with methods of administration in the United States, and (*b*) advance their own knowledge in special fields such as budgeting, organization and management, fiscal policy, personnel management, etc., thus helping them to make a practical contribution to the improvement of public administration in their countries and thereby contributing to the furtherance of economic rehabilitation.

Legal authorization.—Public Law 472, Foreign Assistance Act of 1948; Public Law 47, to amend Foreign Assistance Act of 1948; Public Law 535, Foreign Assistance Act of 1950.

Obligations, fiscal year 1950.—Administrative, $10,000.

3. CENTRAL INTELLIGENCE AGENCY

Activity: Personnel training

Purpose.—To provide for special instruction or training of Agency personnel.

History and description.—The Central Intelligence Agency Act of 1949 provides that the Director may assign any officer or employee of the Agency for special instruction, research, or training with any domestic or foreign, public or private institution; trade, labor, agricultural, or scientific associations; courses or training programs under the Department of Defense; or commercial firms. This is substantially the authority granted to the Department of State under the Foreign Service Act of 1946. While much of the training is in the field of language and area background courses, security does not permit detailed discussion of the full Agency training program or the sums of money expended in connection therewith.

Legal authorization.—The Central Intelligence Agency Act of 1949, section 4 of Public Law 110, Eighty-first Congress (50 U. S. C. 403 (d)).

Obligations, fiscal year 1950.—Restricted information.

4. NATIONAL SECURITY RESOURCES BOARD

Activity: Research program in resources mobilization planning, carried out at certain universities

Purpose.—To utilize the existing research facilities of certain universities to develop basic data and techniques needed in the resources mobilization planning program.

History and description.—From its inception the National Security Resources Board has utilized a variety of sources in the development of its program. For certain projects, the existence of interested and qualified personnel in the universities has proved extremely helpful. By means of negotiated contracts, these special skills have been employed on the following aspects of the resources mobilization planning program: (1) Manpower requirements and resources on a geographical area basis; (2) problems of consumer ration programs during World War II; (3) psychological aspects of civil defense in modern warfare. Through formal reports on their findings, the universities concerned are providing background material useful in the mobilization planning process.

Legal authorization.—National Security Act of 1947, as amended (50 U. S. C. 404).

Obligations, fiscal year 1950.—Operating and administrative $100,294.

B. The Legislative Establishment

1. SUMMARY

Three branches of the legislative establishment carry on educational activities, namely, the Library of Congress, the United States Botanic Garden, and the Government Printing Office. Each of these agencies performs unique functions subserving education.

The Library of Congress is the principal research library in the United States. Its extensive collections complement those of college and university libraries throughout the country. The materials in its collections are used intensively in the course of advanced research by scholars from numerous institutions. Because the Library plays so essential a role in the process of higher education, the entire program of the Library proper is reported herein as an educational activity within the scope of this study.

In addition the Library operates certain specific programs which contribute to education. These are (1) the maintenance and services of the Law Library, (2) the provision of books for the adult blind, (3) the maintenance of a union catalog of library holdings in the United States and Canada, and (4) the provision of printed catalog cards for school, college, university and other libraries throughout the country. Other activities of the Library of Congress, such as the administration of the Copyright Office and of the Legislative Reference Service, are not considered to be so directly related to education as to justify their inclusion in the present inventory.

The Law Library acquires and services a comparative collection of laws and legal materials for reference use by legal scholars and students. Its reference services include the preparation of index-digests and legal guides to the laws of many nations.

The Union Catalog Division of the Library of Congress develops and maintains a catalog giving information on the location in American and Canadian libraries of one or more copies of all books possessing research value, as well as other bibliographic aids. The Processing Division arranges for the sale and distribution of Library of Congress printed cards, book catalogs, and other Library publications, mainly to other libraries and educational institutions. The Division of the Blind secures through purchase or transcription by volunteer Braillists a selected list of books in Braille, Moon type, or in sound recordings and distributes these books to blind readers through 27 regional libraries.

The United States Botanic Garden in Washington, D. C., collects and displays living specimens of plant life of the tropical, subtropical and temperate climates in keeping with their natural habitat; and performs educational services to scholars, students, and interested individuals in a program consisting of dissemination of scientific information, consultative services and responses to individual inquiries in a broad field of botanical and horitcultural knowledge.

The United States Government Printing Office carries on an apprentice training program in the graphic arts for the purpose of providing journeymen and supervisory personnel trained to meet the special needs of the Office. The Division of Public Documents is assigned the responsibility of cataloging, indexing, and distributing

United States Government publications through sale, exchange, or free distribution, thus making available to students and educational institutions the compilations and research findings of Government agencies.

According to their own computations, the three agencies in the legislative establishment reporting educational programs, were obligated for the following amounts for these programs for the fiscal year 1950: Library of Congress: operating, $4,668,002; administrative, $1,256,098;[1] United States Botanic Garden: $189,353; United States Government Printing Office, $2,290,335.67.[2] Total obligations for the three agencies for the fiscal year 1950 amounted to $8,403,788.67.

2. LIBRARY OF CONGRESS

(*a*) *Activity: Administration of the general activities of the Library of Congress*

Purpose.—To provide a comprehensive general library for the use of Congress, of agencies of the Federal Government and of the public.

History and description.—The Library of Congress came into being in consequence of an act of April 24, 1800, appropriating funds for the purchase of books for the use of the Congress. Subsequent acts and regulations have extended the loan of books to other agencies of the Government and to university, college, and other libraries in support of serious research and have admitted the public generally to the use of the collections. In 1865, 1866, and 1867 a series of acts made the Library of Congress the depository of copyrighted publications, of the library holdings and future exchange receipts of the Smithsonian Institution, and of public documents received by exchange with other governments. By reason of these acts and of substantial appropriations for the increase of the collections, the Library has grown to a total of nearly 30,000,000 pieces, including more than 9,000,000 volumes, and is the largest and most important research library in the United States. The Library endeavors to acquire and make available, by use in the building, by inter-library loan when appropriate, or by photoduplication, substantially all significant publications from all countries except in the professional aspects of medicine and agriculture. Because of the size, strength, and comprehensive character of its collections, its holdings and bibliographical services are extensively used in research in all fields and form an essential complement to university and other research libraries throughout the country.

During the fiscal year 1950 the Library of Congress serviced 900,095 readers, 183,685 inter-library loans, and 38,803 photoduplication orders.

Legal authorization.—2 U.S.C. 131–166.

Obligations.—Operating, $2,660,134; administrative, $946,926.

(*b*) *Activity: Development and maintenance of a National Union Catalog*

Purpose.—To maintain and develop a Union Catalog furnishing information on the location in American libraries of one or several copies of all books and pamphlets, including those in Russian and

[1] Of this amount, $972,868 plus 10 percent was returned to the United States Treasury through the sale of printed cards.

[2] The sale of Government publications more than covers the operating item of $2,272,323 which is the cost of publication and distribution; and permits the return of a profit to the United States Treasury.

other Slavic languages, which are deemed to have research value; to maintain a record of special collections of books, pamphlets, and broadsides in North American libraries; to maintain a record of the holdings of important foreign libraries; to compile bibliographical aids and to assist personnel of Government departments, libraries, and institutions, and private investigators in locating materials for research.

History and description.—The foundation of the National Union Catalog was laid in 1901 when the Librarian of Congress, foreseeing the value of a national finding-list of books, authorized the exchange of Library of Congress printed cards for cards printed by other American libraries for the purpose of establishing "in each local center of research throughout the United States, a catalog of national collections at Washington and a statement at Washington of every book of interest to investigators to be found in the important great collections outside of Washington."

Until 1926 the Union Catalog was maintained as an adjunct of the Card Division, but without a special staff for maintenance of service. In that year Mr. John D. Rockefeller, Jr., gave $250,000 ($50,000 a year for 5 years) to the Library of Congress for the purpose of extending the Union Catalog as rapidly as possible to locate at least one copy of every important reference book in American libraries. Since September 1, 1932, the Union Catalog has been a separate division of the Library supported by congressional appropriations. The Union Catalog now contains over 12½ million cards, 50 percent of which are main entries contributed by other libraries.

Other activities of great value to research are the select list of unlocated research books published from time to time, and the maintenance of a clearinghouse of information regarding long-run microfilm programs of research libraries.

Legal authorization.—Public Law 212, Seventy-second Congress, June 30, 1932 (Legislative Branch Appropriation Act):

* * * to continue the development and maintenance of the Union Catalogs * * *.

Obligations, fiscal year 1950.—Administrative, $70,500.

(c) *Activity: Development and servicing by the Law Library of a comparative collection of laws and legal materials*

Purpose.—To collect and make available through reference services to Government researchers and other interested scholars laws and legal materials from many parts of the world.

History and description.—Congress provided for the separation of the law books from the other books in the Library of Congress and their establishment in separate quarters as a law library under the administrative jurisdiction of the Librarian of Congress in 1832. Since then the Law Library has built up one of the most comprehensive law collections in existence, and has assisted Government personnel and legal scholars by supplying them with legal information, especially of a comparative or historical nature, not easily to be found elsewhere. Specialized information has been provided through the preparation of guides to the law and legal literatures of certain countries, such as Germany, France, Spain, and the Latin-American Republics. Similar guides for the legal literature of additional countries may be produced in the future. At present the Law Library maintains a current index-digest of the laws and legal literature of Bulgaria, Czechoslovakia,

Hungary, Poland, Rumania, and Yugoslavia in Europe, and the Latin-American Republics in the Western Hemisphere. Preparations are being made for the production of a similar index-digest of the laws of China. Eventually the service will be extended to other oriental countries. These guides and index-digests are widely utilized not only by personnel of Government agencies but by other research scholars and students.

Legal authorization.—Act of July 14, 1832 (ch. 221, 4 Stat. 579, incorporated in title 2, U. S. C.).

Obligations.—Operating, $95,000; administrative, $126,540.

(*d*) *Activity: Distribution of printed catalog cards and Library of Congress technical publications*

Purpose.—Distribution and sale of Library of Congress printed card and book catalogs, biblographies, and other publications.

History and description.—As early as 1896 the American Library Association and the Librarian of Congress studied the economy which could be afforded the Nation's other libraries by making possible to them the purchase of copies of Library of Congress printed catalog cards. Legal authorization was obtained in 1902, and this activity has since exerted a strong influence on the services of libraries at home and abroad. The distribution and sale of printed card and book catalogs and allied services serve the needs of libraries as they organize book collections to be cataloged, as they purchase new books and wish to make them known to readers through the card catalog, and as they strive to improve the quality of their catalogs.

Impetus is given through card sales to the organization of catalogs in small public libraries, in new and growing libraries in technical and scientific laboratories of business and industrial firms (many of which are not staffed with trained librarians,) and in school, college and university libraries. The publication of printed catalog cards is a cooperative enterprise, copy for many cards being supplied by selected American libraries, including many Government libraries such as those of the Department of Agriculture, Department of State, Office of Education, and others.

The publication and sale of book catalogs—*Library of Congress Author Catalog* (issued monthly, quarterly, and annually), *Library of Congress Subject Catalog* (issued quarterly and annually), the annual *Army Medical Library Supplement* to the *Author Catalog*—and bibliographic services such as *Serial Titles Newly Received*, make it possible for libraries to have at reasonable cost extensive bibliographic services never before available to any but the largest libraries. The saving in duplication of effort and expenses, added to the bibliographic resources thus made available to libraries and other educational institutions and thier users all over the world, subserve the educational activities of libraries everywhere.

Legal authorization.—32 U. S. Statutes at Large 1301.

Obligations, fiscal year 1950.—Operating, $972,868;[3] administrative, $52,132.

(*e*) *Activity: Provision of books for the adult blind*

Purpose.—To purchase and distribute through regional libraries Braille, Moon type, and talking books for the use of the adult blind.

[3] This figure in its entirety plus 10 pereent is returned to the United States Treasury through the sale of printed cards.

History and description.—On March 3, 1931, Congress passed the basic act "To provide books for the adult blind"; and authorized an annual appropriation of $100,000 to be expended under the direction of the Librarian of Congress to provide books for the use of the adult blind residents of the United States, including the several States, Territories, insular possessions, and the District of Columbia. Discretionary authority was given to the Librarian to arrange for appropriate libraries to serve as regional centers for the circulation of the books so provided. The act also provided that in the lending of such books preference should be given to blind persons who have been honorably discharged from the United States military or naval service.

On March 4, 1933, Congress amended the basic act to include for purchase in the category of "books" sound-reproduction records, commonly referred to as "talking books." At that time the Library of Congress did not supply the talking-book machines to reproduce such recordings. The machines were purchased by the blind persons themselves from the American Foundation for the Blind, or were secured for them by interested persons or local organizations such as the Lion's Club, et cetera. The steady growth of the program has led Congress to amend the basic act periodically until the present appropriation of $1,000,000 for a program which embraces not only the purchase and distribution of books in Braille, Moon type and talking book records but the manufacture of talking book machines for loan to eligible blind readers and the repair and replacement of such equipment.

Braille and Moon books are printed for the Library of Congress by four nonprofit embossing firms. Talking books are recorded by the studios of the American Foundation for the Blind, New York City, and the American Printing House for the Blind, Louisville, Ky. Books required only in limited editions are copied into Standard English Braille, grade 2, by volunteer sighted Braillists. These volunteers are trained by the Library of Congress either through a correspondence course or by qualified local instructors in the field.

Up to June 30, 1950, the Library of Congress had provided a total of 3,306 title in Braille, 304 titles in Moon type, 1,688 titles on talking book records and approximately 40,000 machines. Libraries are supplied with as many copies of books as are required to care for readers in their respective areas of service. It has been estimated that there are 230,000 blind persons in the United States. According to reports submitted by the 27 regional libraries, the number of Braille readers served during calendar year 1949 was 9,513. The same libraries reported serving 25,643 talking-book readers.

Legal authorization.—2 U. S. C. 135a and amendments thereto.

Obligations, fiscal year 1950.—Operating, $940,000; administrative, $60,000.

3. UNITED STATES BOTANIC GARDEN

Activity: Development and maintenance of a botanic garden and dissemination of related information

Purpose.—To collect and display plant life of tropical, subtropical, and temperate climates in keeping with their natural habitat, and to disseminate scientific and practical information relative to their economical, medicinal, and industrial values to man.

History and description.—The United States Botanic Garden was founded in 1820 under the auspices of the Columbia Institute for the

Promotion of Arts and Sciences, but was abandoned when the Institute ceased to exist in 1837. In 1842 it became necessary for the Government to provide accommodations for the botanical collections brought to Washington, D. C., from the South Seas by the United States Exploring Expedition under Captain Wilkes, and a greenhouse was constructed under the direction of the Joint Committee on the Library. The gardens were located at their present site in 1933. The present extensive collections represent a gradual growth over the past century.

The entire collection of plant life, comprising many species and their respective varieties, represents a broad field for actual contact and study of the structure, habits, and usefulness of flora from all parts of the world, for scientists and students of biology and botany. Information relative to cultural methods, identification, adaptation, utilization, and possibilities of commercialization is constantly supplied in response to inquiries received from garden clubs and individuals throughout the country.

Legal authorization.—Although the Botanic Garden began functioning as a Government-owned institution in 1842, it was not until 1856 that the maintenance of the garden was specifically placed under the direction of the Joint Committee on the Library and a regular appropriation was provided by Congress (11 Stat. 104). The legislation governing the employment of personnel at the Garden is contained in 40 U. S C. 216.

Obligations, fiscal year 1950.—Personal services $158,538; all other items of expense, including purchase of plant material $30,815.

4. UNITED STATES GOVERNMENT PRINTING OFFICE

(*a*) *Activity: Apprentice training and development program*

Purpose.—To train young men and women to work in the various branches of the graphic arts and, specifically to make available a limited number of journeymen familiar with the specific needs of the United States Government Printing Office.

History and description.—Fourteen groups of apprentices have been developed into journeymen since the plan was initiated in 1922, and approximately 80 percent of this number remain as employees of the Office either as journeymen or supervisors.

Each apprentice is required to complete a 5-year program. During the last 2½ years of their apprenticeship, trainees work on regular production under the supervision of selected journeymen. Apprentices are paid 90 cents an hour the first year. Thereafter the scale is set at a progressive percentage of current wage rates for the trades in which they are apprenticed.

Legal authorization.—Title 44, section 40, U. S. C.

Obligations, fiscal year 1950.—Operating $18,012.67, consisting of salary paid for theoretical instruction for a period of 7 months and 4 days.

(*b*) *Activity: Program for the cataloging, indexing and distribution of public documents*

Purpose.—To catalog, index and distribute United States Government publications.

History and description.—The General Printing Act of 1895 provided for the creation in the Government Printing Office of the Office of the

Superintendent of Documents. The primary function of this Office is to provide for the public sale of Government documents and to prepare appropriate catalogs and indexes to aid the public and librarians in the location and identification of material published by the Federal Government. The function of providing and distributing Government publications to approximately 550 Federal depository libraries throughout the United States was subsequently added to the Division of Public Documents. The Division was also designated as a distribution agency for certain publications supplied free of charge by Members of Congress and other Government agencies.

In carrying out its assigned duties the Division of Public Documents serves an effective purpose at all levels of education. Through its efforts, the results of much valuable research conducted as part of the official programs of various Government agencies are made readily available to the citizens of the United States. During the fiscal year 1950, the Division sold approximately 40,000,000 Government publications, distributed over 4,000,000 publications to depository libraries, and acted as the central mailing agency for approximately 65,000,000 publications for Members of Congress and other Government agencies. The price at which Government publications are sold is prescribed by title 44, section 72a, of the United States Code, and must be determined by the cost of the publications plus 50 percent. The proceeds from the sale of publications cover the entire cost of the sales program and permit the regular return of a profit to the United States Treasury.

Legal authorization.—Title 44, U. S. C., sections 71–96, inclusive.

Obligations, fiscal year 1950.—$2,272,323.

C. The District of Columbia

1. SUMMARY

Under the Constitution of the United States the Congress exercises "exclusive legislation in all cases whatsoever" over the District of Columbia. The government of the District is administered by a three-man Board of Commissioners, two of whom, appointed by the President from civilian life and confirmed by the Senate, serve a 3-year term. The President selects from time to time the third Commissioner from the Corps of Engineers of the Army. The District Commissioners have authority over all the usual activities of the municipal government. They prepare annually estimates of the expenditures of the District, and submit these estimates to Congress through the Bureau of the Budget.

The Treasurer of the United States virtually acts as Treasurer of the District. Government services, including the operation of the public-school system, within the District are supported by appropriations made by Congress from a special fund in the United States Treasury, which is composed of local revenues collected in the District of Columbia and an annual payment made by Congress. For the fiscal year 1950 (the year covered by the present study) this Federal payment amounted to about 10 percent of total appropriations for the District.

The largest educational program of the District of Columbia is administered by the Board of Education. It includes principally the operation of the District public-school system for children between the ages of 7 and 16 years, a high school for veterans, two teacher-

training institutions, and the Capitol Page School (on a reimbursable basis). The Board of Education also provides supplementary educational opportunities and benefits.

The educational activities of the Health Department comprise (1) health education of the general public; (2) health education of professional personnel outside of the Health Department; (3) in-service training of Health Department personnel; (4) health instruction of clinic and hospital patients; (5) programs of special emphasis involving health-education activities in schools and other community groups; and (6) special professional nurse training offered by the Capital City School of Nursing. Each bureau and hospital maintains and conducts programs of health education pertaining to its respective field of public health in cooperation with a central, authoritative bureau, the Bureau of Public Health Education, established to coordinate and integrate these various segments into a well-rounded health-education program.

Other educational activities are carried out by the Board of Public Welfare, the Department of Corrections, and the Fire, and Metropolitan Police Departments. The Board of Public Welfare operates a school program to rehabilitate and educate the delinquent, dependent, and feeble-minded children placed under its care. The Reformatory Division of the Department of Corrections carries out a program of academic, vocational, and social education for the reformatory inmates. The Fire Department has a Pump School and an Instruction Division, affording in-service training for firemen. The Metropolitan Police Department operates a Police School for new recruits and the Washington Police Academy for experienced policemen.

According to calculations made in the District Budget Office, total obligations for all educational activities of the District government for the fiscal year 1950 amounted to $29,074,172, and were distributed among participating departments as follows: Board of Education, $28,492,379; Board of Public Welfare, $93,650; Department of Corrections, $9,800; Fire Department, $20,451; Metropolitan Police Department, $24,675; Health Department, $433,217.

2. BOARD OF EDUCATION

Activity: Operation of the public-school system and other educational institutions under the Board of Education

Purpose.—To provide for the education of children between the ages of 7 and 16 years of age residing in the District of Columbia and to provide training for teachers, veterans, and Capitol pages.

History and description.—The largest elementary and secondary school program for which the Federal Government has ultimate responsibility is the public-school system of the District of Columbia. Elementary schools, junior high schools, senior high schools, vocational high schools, two teachers' colleges, a veterans' high school, and the Capitol Page School, serving a total of 94,716 students in the National Capital in fiscal year 1950, comprise this program.

Under the act of June 20, 1906 (34 Stat. 316–321), Congress delegated the operation and management of the public-school system to a Board of Education, consisting of nine members appointed for 3-year terms by the District court judges of the District of Columbia; and delegated fiscal control of the public-school system to the Board of Commissioners appointed by the President. The Board of Education

determines all questions of general policy and operates the schools. The Board of Commissioners exercises direction and control of all expenditures of public funds for school purposes. Budget estimates for the schools' operating expenses and capital outlays are included in the District of Columbia budget.

The Board of Education exercises authority over the appointment, transfer, promotion, dismissal, and retirement of teachers and other school employees. Salaries of teachers and employees are determined by act of Congress. The Board of Education is also authorized to control the use of public-school buildings for supplementary educational purposes; and is authorized to carry on trade or vocational courses. The vocational program currently administered includes a program which qualifies under the regulation established by the United States Office of Education, as authorized by the George-Barden Act, to provide for the development of vocational education in the several States and Territories, approved June 8, 1936, as amended.

The Board of Education assumes the responsibility for a teachers' retirement program, and operates the Wilson and Miner Teachers' Training Colleges for the recruitment of its teachers. In 1944 two veterans' high-school centers were established by the Board to offer a complete public-high-school program for returned veterans on an accelerated plan. The veterans receive subsistence allowance and benefits under the GI bill, but pay no tuition unless they live outside the District. More than 10,000 veterans have been enrolled in the veterans' high schools since 1944, and 403 students were enrolled in the fiscal year 1950 in the one school still currently operating. A final responsibility of the Board of Education is the operation of the Capitol Page School, which offers a complete educational program to the 40 pages of the House, Senate, and Supreme Court, pursuant to section 243 of the Legislative Reorganization Act, 1946.

Legal authorization.—Act of June 20, 1906, as amended; Legislative Reorganization Act of 1946; George-Barden Act of 1936, as amended.

Obligations, fiscal year 1950.—Total obligations for operating and administrative costs, $28,492,379 including $5,834,526 for capital outlays and $1,707,000 for retirement benefits.

3. BOARD OF PUBLIC WELFARE

Activity: School program for children under the care of the Board of Public Welfare

Purpose.—To rehabilitate and educate delinquent, dependent, and feeble-minded children committed to the Board of Public Welfare.

History and description.—This program originated in 1827 with the establishment of the Industrial Home School for White Children. In 1907 the Industrial Home School for Colored Children was established; and in 1924 the District Training School. These schools, together with the National Training School for Girls, carry on educational programs at the elementary and junior high school level comparable to that of the public schools for 622 children resident in the District of Columbia. The programs are administered by school principals responsible to the superintendent of the respective schools.

Legal authorization.—Authorization granted to Board of Public Welfare by the Commissioners of the District of Columbia.

Obligations, fiscal year 1950.—Operating and administrative, $93,650, by allocation from the District of Columbia budget.

4. DEPARTMENT OF CORRECTIONS

Activity: Academic, vocational, and social education programs of the Reformatory Division

Purpose.—To care for the reformatory inmates until they are released by due process of law; to provide useful work; to train, instruct, and rehabilitate them.

History and description.—Rehabilitation through educational training receives major emphasis in correctional institutions in the District of Columbia, particularly in the reformatories where the first offenders are incarcerated. A vocational program, furnishing training in various trades and skills, is offered all inmates. It embraces on-the-job training in the industrial shops, in building maintenance and construction, and in the occupational services necessary to operate such institutions. It also includes related trades-training practices, technical and occupational information, and vocational guidance.

A program for academic education and social adjustment is also offered all inmates. Subjects taught are geared to the needs of the individuals and range from elementary instruction in English and arithmetic to such courses as commercial art, typing, and shorthand. Classes in social education include child guidance, family organization, community organization, leisure and recreation, the psychology of human behavior. Facilities for correspondence courses are also provided. Teachers are drawn from the inmate population, supervised by a professional staff.

Legal authorization.—Public Law 460, Seventy-ninth Congress.

Obligations, fiscal year 1950.—Operating, $1,800; administrative, $8,000; allocated from the District of Columbia budget.

5. FIRE DEPARTMENT

Activity: Operation of the Pump School and Instruction Division

Purpose.—To provide in-service training for Department personnel.

History and description.—The Instruction Division began in 1921 and consists of a 6-weeks course for all new appointees. The Pump School was authorized by the Board of Commissioners on September 26, 1949, and lasts 1 week. The chief instructor, under the supervision of the chief engineer, is in charge of the instruction of personnel in the vital phases of departmental activity under standards established by the chief engineer.

Legal authorization.—By order of the Board of Commissioners and as set forth in Fire Department Rules and Regulations as revised July 1, 1948.

Obligations.—Fiscal year 1950, administrative, $20,451, by allocation from the District of Columbia budget.

6. HEALTH DEPARTMENT

(*a*) *Activity: Health education of professional personnel outside of the Health Department*

Purpose.—To assemble and disseminate to personnel of the medical and health professions particularly in the District of Columbia information and instruction concerning laws, regulations, and ordinances pertaining to public health, newer methods, techniques, and

research findings in diagnosis and therapy for the prevention of disease, through consultation, lectures, clinical conferences, and other methods.

History and description.—Throughout its existence the Health Department has assumed leadership together with the professional medical societies in keeping the members of the medical and health professions in the District abreast of current developments in public health and in preventive and precautionary public health measures which would benefit the citizens of the community.

This phase of the health-education program is sponsored cooperatively with the Medical Society of the District of Columbia, the Medico-Chirurgical Society of the District of Columbia, the District of Columbia Dental Society, the Robert Freeman Dental Society, and the schools of medicine of Georgetown University, George Washington University, and Howard University.

Some of the activities of the several bureaus participating in this program are the following:

The Bureau of Vital Statistics periodicially advises physicians and professional health personnel of the current public-health status as indicated by births, deaths, and cases of reported communicable diseases. The Bureau of Public Health Nursing provides field experience for graduate nurses from Catholic University and continuous observational experiences for student nurses in schools of nursing connected with Emergency, Freedmen's, Gallinger Municipal, Garfield, Sibley, and Providence Hospitals in Washington, D. C., and the Washington Sanatorium in Takoma Park, Md. The Bureau of Food Inspection gives training courses for owners, managers and other employees of restaurants and food-handling establishments. The Bureau of Mental Hygiene provides observational experiences and field work for undergraduate and graduate students of social work and psychology from the Atlanta (Ga.) School of Social Work, George Washington University, Howard University, and the Catholic University of America.

Glenn Dale Sanatorium maintains a training program for Georgetown University medical students in diseases of the chest with particular emphasis on pulmonary tuberculosis. Cooperating with the Catholic University of America in a program of graduate nurse education, which is the only graduate nursing program in the Washington metropolitan area, the Capital City School of Nursing, Gallinger Hospital, offers an opportunity for graduate nurse students preparing for a college degree to observe, teach, and supervise in various clinical services, through which they may develop skills and techniques needed to fill administrative and teaching positions in hospitals and schools of nursing. In cooperation with the District of Columbia Board of Education, Gallinger also maintains an affiliating practical nurse training program to give necessary hospital instruction to student practical nurses upon completion of their basic course at the Margaret Murray Washington Vocational School.

Legal authorization.—General authorization.

Obligations, fiscal year 1950.—Not separable from obligations for other educational activities of the Health Department. For total obligations see the preceding summary for the District of Columbia.

(*b*) *Activity: Health education of the general public*

Purpose.—To assemble and widely disseminate general and technical information, visual aids and other educational materials and

give instruction pertaining to the health of the public to arouse in the citizens of the community a conscious desire to act favorably in the prevention of disease, protection of environment, and in general perfection of health.

History and description.—To coordinate, integrate, and develop the educational activities of the entire Health Department a Bureau of Public Health Information was established in 1937. Since renamed the Bureau of Public Health Education, it carries out the responsibility of planning and organizing community programs; consulting with cooperating agencies and community groups conducting studies and investigations for solution of local health problems; providing health lecture services, information services for newspapers, radio and television; preparing exhibits and other visual aids; maintaining library, and clipping services for staff members; and promoting educational programs in conjunction with other bureaus. All of these activities contribute directly or indirectly to the health education of the general public of the District of Columbia.

Legal authorization.—General authorization.

Obligations, fiscal year 1950.—Not separable from obligations for other educational activities of the Health Department. For total obligations see the preceding summary for the District of Columbia.

(c) *Activity: Health instruction of clinic and hospital patients*

Purpose.—To give instruction in the fundamentals of personal, home, and community hygiene to clinic and hospital patients and their families to enable them to carry out prescribed treatment to assist in the patient's recovery and return to normal activities, thus avoiding unnecessary economic loss through sickness and cost of medical care.

History and description.—This type of instruction has been given by the Health Department for many years. Group meetings, demonstrations, and individual consultations are the methods used. Public health nurses and consultants, psychiatric and medical social workers, venereal disease specialists, nutritionists, and other employees meet patient classes and groups for discussions of common problems. The discussions have related especially to teaching mothers and fathers now to care for themselves and their newborn, and to meeting behavior problems of preschool and school children or neighborhood groups.

A joint project of Gallinger Hospital, the Bureau of Maternal and Child Welfare, and the Bureau of Public Health Nursing has been developed for pregnant women. Through group and individual instruction full information is given in personal hygiene, nutrition, and needs and management of the baby prior to hospital admission and during the patient's stay at the hospital.

Because of the impact of tuberculosis on the patient's future well-being, occupational therapy programs are maintained at Glenn Dale, Gallinger, and the Upshur Street Rehabilitation Hospital. These programs are aimed at promoting the patient's recovery and assuring, as far as possible, preparedness to return to normal activities with a greater degree of physical and mental stability. One of the newest of these programs is the patient educational health program started in 1950 at Glenn Dale to educate patients about tuberculosis and its cure, to assure maximum benefit to the patient from treatment recommended by the physicians.

Legal authorization.—General authorization.

Obligations, fiscal year 1950.—Not separable from obligations for other educational activities of the Health Department. For total obligations, see the preceding summary for the District of Columbia.

(*d*) *Activity: In-service training of personnel of the Health Department*

Purpose.—To instruct and orient personnel of the Health Department in their respective positions for improvement of service to patients and other residents of the community.

History and description.—In-service training programs for personnel of the Health Department have been maintained and developed to meet the changing emphases in its expanding services. Each bureau of the Department conducts its own program. Some are specific for a particular job, others are broad and comprehensive. Field personnel in public health engineering (sanitation), food service, and venereal disease investigation particularly require the latter type of in-service training course. Since public health nurses must be thoroughly acquainted with all health department activities, they also require a comprehensive in-service training program. These different groups of employees meet the citizens of the community daily and must interpret the laws, regulations and ordinances, health department policies and programs, and assist in the enforcement of, and compliance with these requirements. Clinical conferences and regular staff meetings of the various bureaus, and a regular monthly departmental staff conference keep the professional personnel abreast of changes in services rendered, newer developments and techniques in detection, diagnosis, therapy, and research findings. Civil defense planning in medical care and public health services has given impetus to a considerably changed outlook on public health programs. Numerous conferences and discussions have been held to establish sound programs for medical care and public health services in the event of a disaster, be it bombing, flood, or earthquake.

A general in-service training course is given to all employees to inform the entire staff of the numerous services rendered by the Department and to interpret to each individual his place in the total scheme. All new employees are given this orientation periodically.

On-the-job training courses have been maintained at Gallinger Municipal Hospital and Glenn Dale Sanatorium for graduate nurses, nonprofessional employees of the nursing service, and domestic attendants in the housekeeping services. Group instruction and demonstrations pertaining to the work have been stressed to improve service to patients, to insure safety, to conserve materials, and to improve morale.

Gallinger Municipal Hospital maintains a medical graduate training program for intern and resident staffs and various appointees from the Georgetown University School of Medicine, the George Washington University School of Medicine, and the Howard University School of Medicine, in the following approved services: medicine, tuberculosis, surgery, obstetrics and gynecology, psychiatry, pediatrics, and communicable diseases.

Glenn Dale Sanatorium maintains a medical and surgical resident training program in the diagnosis, medical and surgical treatment, and care of patients suffering with tuberculosis.

The graduate nurses employed at Gallinger Hospital are given an in-service training program by the faculty of the Capital City School

of Nursing. Through group instruction, discussions, and demonstrations, the nurses are taught the philosophy and basic policy of the hospital and are kept abreast of current techniques and other developments in the field of nursing. This program has been coexistent with the Capital City School of Nursing for many years. Since 1945, it has been regularly organized and maintained. Lectures and suggested reading forms the basis of the in-service training for nurses at Glenn Dale Sanatorium. Emphasis at the sanitorium is directed more toward care of tuberculosis patients because of the specialized care given by that institution.

Legal authorization.—General authorization.

Obligations fiscal year 1950.—Not separable from obligations for other educational activities of the Health Department. For total obligations see the preceding summary for the District of Columbia.

(*e*) *Activity: Programs of special emphasis involving health education activities in schools and for organized community groups*

Purpose.—To demonstrate in schools and to organized community groups, through direct instruction and by the various media of mass education, the methods and materials currently used in health education.

History and description.—Approximately half of the time of the dental hygienists of the Bureau of Dental Services is spent in direct classroom teaching in the public and parochial schools of the District. Besides instruction in care of the teeth and corrections of defects, direction instruction is given in nutrition and personal hygiene.

Demonstrations of direct teaching of health education are conducted by public health nurses of the Bureau of Public Health Nursing, in all levels of the public and parochial schools, including the teachers colleges. The nurses go directly into classrooms and show the usage of approved methods and materials dealing with personal and community hygiene and public health problems.

Since 1947 a health program specialist of the Public Health Service, Federal Security Agency, has been assigned to the Health Department of the District to determine the feasibility of using various media for mass health education. For this purpose, the project directed by the specialist has successively used radio alone; radio and newspaper jointly; and community organization through a Citizens' Committee Against Venereal Disease. A local radio station broadcast a documentary series of 14 programs, entitled "The Undiscovered." Tape recordings of interviews with patients from local hospitals and clinics by one of the top newscasters formed the basis of this series of programs on venereal disease. Locally developed recordings and songs were produced and used in a jukebox circuit in the District. A pinball machine adapted for educational use, called a "health telequiz," has been used at community meetings, conferences, and conventions.

Legal authorization.—General funds appropriated to Public Health Service, Federal Security Agency, and then allocated to projects in the District of Columbia.

Obligations.—Operating, $33,853; administrative, $8,275.

(*f*) *Activity: Special professional nurse training offered by the Capital City School of Nursing*

Purpose.—To provide all necessary undergraduate education and training in a recognized course leading to the registered nurse degree which provides graduate nurses for the community and for the hospital.

History and description.—This school is an outgrowth of the Society of the Washington Training School for Nursing organized in 1877. In 1904, the Capital City School of Nursing was incorporated under the general corporation laws of the District of Columbia. Immediately it became a defacto part of Gallinger Hospital.

The course covers a period of 3 years. To be eligible for graduation students must satisfactorily complete the prescribed program of instruction and experience, which is divided into preclinical and junior terms, intermediate term, and senior term. A health program is maintained and through it students are acquainted with fundamentals and principles of health living. The schedule of classes is closely related to the care of patients, and experience is provided in the various services of the hospital.

Legal authorization.—Annual appropriations act; activity described as nursing education, under Gallinger Municipal Hospital.

Obligations, fiscal year 1950.—$68,293.

7. METROPOLITAN POLICE DEPARTMENT

Activity: Operation of a police school for new recruits and the Washington Police Academy for experienced policemen

Purpose.—To train new appointees and further instruct experienced members of the police force.

History and description.—The school originated in 1926. It provides an extended curriculum including besides instruction in police and traffic regulations various other courses needed by policemen, such as report writing, criminal sections of District law, court and grand jury procedure, et cetera. The Washington Police Academy provides instruction for members of the department having a minimum of 5 years' service. The classes last from 4 to 6 weeks.

Legal authorization.—By order of the Board of Commissioners for the District of Columbia and direction of the Superintendent of Police.

Obligations, fiscal year 1950.—Administrative, $24,675.

PART 4

ANALYSIS AND CLASSIFICATION OF THE PROGRAMS

(DECEMBER 1951)

PART 4

ANALYSIS AND CLASSIFICATION OF THE PROGRAMS

I. INTERPRETATION OF THE FINDINGS FROM THE STUDY, AND SUMMARY

A. Interpretation of the Findings From the Study (in Relation to Pending Legislative Issues)

The following interpretation of the findings from this study points out some of the important relationships between these findings and educational issues pending congressional consideration. These relationships are numerous and intimate. Facts set forth in this discussion and elsewhere in this report could be used in support of arguments pro and con on a number of specific legislative proposals. Such a presentation, however, is beyond the scope of this report.

The study does not include evaluation of the merits of legislative proposals in this field.

Part 1 of the report describes a number of educational issues before Congress. First named among these is *the question of establishment of a comprehensive policy and organization for the administration of Federal educational programs.* In a sense, this encompasses all of the other educational issues before Congress.

The Federal Government has no comprehensive policy or organization for the administration of its educational programs. However, while no bill aimed specifically at establishing an all-inclusive policy and organization in this field is pending in Congress, every enacted measure affecting education has contributed to the establishment of some phase of Federal policy. Furthermore, some important legislation, such as Public Laws 815 and 874 of the Eighty-first Congress, second session, has specifically set forth broad elements of Federal policy. Proposals such as that incorporated in S. 656, Eighty-first Congress, first session, seeking to consolidate in the Office of Education a number of Federal educational activities now administered by other Federal agencies, would, if enacted, have far-reaching policy effects.

The question of establishment of a comprehensive policy for Federal action and organization in the field of education immediately raises *the question of the responsibilities of the central educational agency and its position in the Federal structure.*

It was pointed out early in the first part of this report that the position and status of the Office of Education would be affected by enactment of any one of a number of proposals which have been introduced in Congress within the last several years. These have included proposals to reorganize the Government or to authorize the President

to put into effect reorganization plans, and proposals specifically to establish the Office of Education as an independent agency. The survey of Federal educational activities and analysis and classification of the programs reported in this study reveal a number of facts which might be considered in relation to such proposals. Some of these are the following:

The Office of Education in the Federal Security Agency is the only agency specifically charged by the Congress with responsibility for promoting the cause of education throughout the country. However, the administration of Federal educational activities is scattered throughout the Federal structure and is principally carried out by a large number of agencies primarily noneducational in nature. This study shows that during the fiscal year 1950 less than 1 percent of the Federal funds expended for educational purposes (regardless of other purposes of these expenditures) was channeled through the Office of Education.

Each of the Departments of the Army, Navy, Air Force, and Agriculture administers educational programs involving Federal expenditures several times greater than those of the Office of Education. In this connection it is important to note the finding from the survey to the effect that while many Federal agencies, particularly the Departments of the Army, Navy, and Air Force, directly administer large educational programs, the Office of Education carries out its responsibilities principally through educational systems and institutions maintained under State authority. This situation raises *the question as to which method of administration of Federal educational programs generally would involve the greater measure of Federal control.*

The question of Federal influence or control over education has been a primary consideration in important discussions of proposals concerning what the Federal Government should or should not do in this field. Programs seeking strictly Federal objectives would generally involve Federal operation and hence complete or extensive Federal control. On the other hand the amount of Federal control involved in Federal grants to or cooperation with the States and institutions for the attainment of mutual objectives might be slight. The extent of Federal control necessary would depend largely upon the nature of the Federal objectives sought, and would not necessarily extend to any control over State or local educational policies.

Traditionally the control of education in the United States for the accomplishment of general objectives lies principally in the States and localities. If it is assumed that a minimum of Federal control is a primary aim, would it be better to give individual Federal agencies greater authority and resources directly to administer educational programs, or to give the central educational agency greater resources to administer aid to education through educational systems and institutions maintained under State authority?

The survey shows that while there is occasional cooperation among several agencies in the administration of a specific educational program there is little or no cooperation among the departments and agencies in the administration of Federal educational activities as a whole. Frequently a large educational undertaking is administered entirely independently by a single Federal agency. No agency has any over-all responsibility for the coordination of these activities.

This situation raises *the question of the desirability of giving the central educational agency responsibility for the coordination of Federal activities in education.*

Part 2 of this report contains expressions of the attitudes of organizations and agencies concerning the establishment of a comprehensive Federal policy in education and proposed changes in the position, status, and responsibilities of the central educational agency.

Another finding from the survey bearing closely upon the question of the need for a comprehensive Federal policy in education is that there is great diversity in the authorizations for in-service training programs of Federal agencies, and in the types of provisions made by the different agencies for in-service training. Some agencies have no in-service training programs. Others restrict their activities to informal instruction by supervisors, through forum discussions, and the like. Still other agencies have elaborate formal programs for the training of personnel, civilian and military, including the operation of schools and institutions of higher education up to and including the graduate level. Some agencies have been given authority to provide scholarships or fellowships for members of their staffs for training at non-Federal educational institutions. Others have authority to enter into contracts with non-Federal institutions or agencies for the training of personnel. Altogether there is a multiplicity of authorizations for various types of in-service training programs among the agencies, evidencing no consistency of Federal policy in this field.

This situation raises *the question of the need for a comprehensive Federal policy especially with respect to the administration of in-service training programs of Federal agencies.*

Not only in the field of education but in other fields as well has the Nation been not so much concerned with comprehensive organization as with satisfying special needs or interests. Thus Federal agencies desiring to utilize education or educational institutions for special purposes have obtained diverse authorizations for a variety of programs without evident regard for broad or definite Federal policy. The congressional request for the present study is one evidence of interest in the consideration of broader policy; however, some of the existing separate educational programs are deeply rooted historically and there are strong forces both in and out of Congress in favor of separately maintaining them.

The question of the need for the establishment of a comprehensive Federal policy and organization for education, or at least for broader and more definite policies in this field, particularly with respect to in-service training programs, raises *the question of feasibility of consolidating or coordinating Federal educational activities in a single agency.* It is not within the scope of this report to discuss this question except to point out certain findings from the survey which might help to determine the answer.

Some of these findings already have been mentioned in this discussion. Another is that many of the programs for the training of Federal personnel, civilian and military, which are administered directly and solely by Federal agencies are intimately connected with the major functions and the administration of those agencies. On the other hand, provisions for the training of personnel outside the agencies, such as scholarship and fellowship programs, and contracts

between Federal agencies and educational institutions for the training of personnel and for research, are less closely associated with the administration of the agencies and could more feasibly be made subject to over-all governing policy.

In considering whether there is a need for such a policy it might be pointed out on the one hand that any agency perceiving the need for such training within its staff is privileged to ask Congress for authority to institute it. On the other hand, it might be observed that whether any agency makes such a request could be determined by considerations not entirely relevant to the need for in-service training. In such a case the existence of legal provision for such training might be of distinct advantage.

The question of the proper administrative placement of other types of programs, such as the national school-lunch program, would require special consideration.

Not only is there no blanket legislation giving all Federal agencies similar authority to enter into contracts with educational institutions for the training of personnel, and for research, but also there is no over-all legislation governing the distribution of such contracts with respect to geographical areas. Some agencies have reported that their contracts have been awarded to institutions adjudged best equipped to perform the desired services. The question of what other considerations may have influenced the awarding of such contracts is open for further study. This report reveals, however, that many of the largest Federal contracts are given to some of the Nation's largest and most heavily endowed universities. This fact raises *the question of the effects of Federal payments to educational institutions upon the stronger and the weaker colleges and universities and upon the geographical distribution of opportunities for higher education in the United States.*

Table 1 following shows the total Federal funds identified in this volume as payments to colleges and universities, classified by States and other geographical areas for the fiscal year 1950. The figures do not represent the total amounts of Federal funds received by the colleges and universities. The principal omission is the amount paid by the Veterans' Administration for the education of veterans, which may have been much larger for every State than the figures given in table 1. Data on the payments for the education of veterans are not included for the reason that the figures for the fiscal year 1950 are not presently available. The Veterans' Administration reported that data on total Federal funds paid to colleges and universities by States for the education of veterans, separated from total Federal funds paid to agencies and institutions of all levels by States for the education of veterans, are not available from the Veterans' Administration. At the time of this writing, however, the Office of Education, Federal Security Agency, is compiling such data, obtained from the colleges and universities, for the school year 1949–50.

In this connection it is important to observe that excepting certain payments to land-grant colleges and a few other payments which are included, the figures given in table 1 represent Federal payments to institutions selected by Federal agencies to carry out research or training projects. On the other hand, the payments made for the

education of veterans are made to institutions selected by the veterans themselves. The two kinds of payments would be subject to different legislative controls with respect to their geographical distribution.

The figures given in table 1 do not include some payments which agencies reported it would require a large expenditure of man-hours of work to compile, nor payments for the operation of Federal institutions, such as the Military and Naval Academies and the Air University. In considering the distribution of Federal funds to institutions of higher education by States, it would seem unfair to credit Maryland, for example, with receiving the Federal funds paid out for the operation of the Naval Academy, which is a national institution. From this Federal expenditure Maryland receives little more benefit than any other State.

The figures given in table 1 represent a sufficiently large percentage of the total payments for the purposes stated to indicate the distribution by States of Federal funds going to institutions of higher education, other than those resulting from choices made by individual veterans. An examination of the information given in the separate reports on educational programs in this volume will provide the reader information concerning the locations of colleges and universities receiving large Federal payments for research and for training of personnel.

TABLE 1.—*Total identified Federal funds paid to colleges and universities, fiscal year 1950* [1]

[See accompanying explanation]

Alabama	$2,774,539	New Mexico	$1,066,429
Arizona	569,429	New York	13,796,943
Arkansas	1,629,702	North Carolina	3,703,726
California	17,486,793	North Dakota	683,363
Colorado	1,686,233	Ohio	6,313,670
Connecticut	1,665,756	Oklahoma	2,130,622
Delaware	406,458	Oregon	934,354
Florida	1,110,048	Pennsylvania	8,957,889
Georgia	2,632,185	Rhode Island	480,797
Idaho	561,612	South Carolina	1,423,540
Illinois	9,214,905	South Dakota	703,126
Indiana	3,149,439	Tennessee	3,040,544
Iowa	3,632,582	Texas	4,630,432
Kansas	1,212,721	Utah	1,253,867
Kentucky	1,911,611	Vermont	482,621
Louisiana	2,486,124	Virginia	2,084,779
Maine	949,456	Washington	1,691,001
Maryland	4,827,778	West Virginia	954,618
Massachusetts	12,512,357	Wisconsin	2,438,982
Michigan	4,612,872	Wyoming	425,024
Minnesota	3,824,850	District of Columbia	1,451,596
Mississippi	1,822,521	Alaska	278,603
Missouri	3,424,647	Hawaii	412,248
Montana	846,372	Puerto Rico	944,707
Nebraska	1,068,396	Virgin Islands	775
Nevada	414,684	Canada	386,441
New Hampshire	431,577		
New Jersey	2,549,771	Total	150,086,118

[1] Totals computed in the Economics Section of the Legislative Reference Service by J. W. Hobson, from data appearing elsewhere in this report.

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Total Federal payments (obligations) to State and private agencies, organizations, and institutions for educational purposes identified in this volume for the fiscal year 1950 amounted to $1,134,982,831.[1] Some agencies reported that a large number of man-hours of work would be required to furnish the data on obligations for certain activities not included in this total.

Federal payments to educational institutions, for whatever purpose, have important indirect as well as direct effects. The choice of a university by hundreds of veterans, for example, may have been influenced by their knowledge of the existence of superior educational facilities at that institution. These better facilities in turn may have resulted in part from the use of Federal funds paid to that institution for purposes other than the education of veterans. It might be contended that the payments for the education of veterans gives further Federal financial aid to that institution, which would thus become richer in several ways. It could also be contended that in the meantime other institutions, having received no Federal contracts for research or training of personnel, grow poorer both to that extent and to the extent of losing benefits which might have accrued from providing the education of some of the veterans who were attracted to the institution having greater resources.

On the other hand, some colleges and universities have declared that they have received no financial gain from fulfilling Federal contracts for research or for the training of veterans. The maximum amount of tuition paid by the Veterans' Administration under statutory provisions is less than that ordinarily charged by certain universities.

In some cases, at least, it is questionable as to whether Federal payments to institutions of higher education selected by Federal agencies may be contributing to making "the rich richer and the poor poorer" among the colleges and universities. Nevertheless, if it is assumed that this is undesirable, in view of the growing extent of Federal contracts with colleges and universities, the possibilities here set forth point toward a need for the consideration of over-all Federal policy governing the distribution of the contracts.

This study clearly shows that during the fiscal year 1950 the colleges and universities generally were receiving a large measure of their income from Federal funds. The Federal payments consisted principally of those for the further endowment and support of the land-grant colleges, payments made under contracts for research and for the training of Federal civilian and military personnel, and payments for the education of veterans.

The present survey did not collect information from the colleges and universities on their total income and on their receipts from Federal sources for the fiscal year 1950. The percentage of their income from Federal sources therefore cannot be shown from this survey.

According to data obtained from the institutions by the Office of Education for the school year 1949–50, however, the colleges and universities received during that year, for current expenditures and expansion of plant, about 18 percent of their income from Federal sources. About 11 percent of their total income was derived from payments for the education of veterans. This does not include pay-

[1] Total computed in the Economics Section of the Legislative Reference Service by J. W. Hobson, from data appearing elsewhere in this report.

ments made to the veterans themselves while engaged in educational pursuits. This estimate and further information yielded by the present study raise *the question of the continuation of a comparable measure of income of the colleges and universities from Federal sources as the payments for the education of veterans subside.* It is expected that these payments will greatly decrease even if educational benefits are extended to veterans of the Korean war. A number of organizations and agencies have advocated a new and broader Federal aid to students in the form of a national scholarship and fellowship program. Some have proposed Federal aid to institutions of higher education in general.

With the already declining receipts of Federal funds for the education of veterans, many of the colleges are reporting mounting financial difficulties. The question of financial benefits to the institutions from Federal contracts, which principally aid relatively few of the institutions, has already been discussed.

Another finding from this study is that Federal activities in education generally are in the nature of Federal programs of specialized or technical training, provisions for the education of special groups, support of training particularly in agriculture and the mechanic arts, and other activities not aimed at the promotion of basic elementary and secondary education in general. Except for some financial aid to vocational education in secondary schools, the Federal Government is doing very little for the support of general elementary and secondary education in the United States.

Although a number of Federal agencies directly administer activities in the field of elementary and secondary education, the Federal Government has no program of general aid to elementary and secondary schools. This observation from the survey leads to a consideration of *the perennial question of Federal aid to the States for the support of elementary and secondary education in general.* For many years proposals for Federal action of this kind have been under consideration in the Congress. The numerous arguments for and against such proposals have been reviewed in other reports prepared in the Legislative Reference Service. Findings from the present study could be used to uphold some of these arguments in a discussion too exhaustive for presentation here. Some of the important considerations have already been pointed out. These relate particularly to the question of establishment of a comprehensive policy and organization for education, and the question as to which method of administration of Federal programs entails the least Federal control over education. An important related consideration is the proposal for a long-range program of Federal participation in financing public-school construction, dealt with in volume 1 of this report.

In this connection it might be pointed out that some persons have advocated Federal grants to States for education in general, leaving to the States the determination of distribution of the funds. Other persons have expressed support of the idea of continuing established programs of Federal aid and instituting others to meet special needs.

This study shows that the many extensive educational activities directly administered by the Federal Government consist principally of education for the national defense. The vast majority of Federal funds expended for educational purposes are used for war- or defense-incurred programs. These include the provisions for the education

of veterans, research carried out at institutions of higher education under contract with defense agencies, special provisions for the education of dependents of military personnel, and for other children in defense areas, training of military personnel directly by Federal agencies and at civilian educational institutions, et cetera. This report sets forth the various authorizations for Federal educational programs relating to the national defense and other material which might be used in a consideration of *the question of the need for a universal military training program and how it should be administered.*

The question relates closely to the question of the need for a comprehensive Federal policy and organization for education and to other issues stated in this review. It also relates to proposals for the expansion of the Reserve Officers Training Corps, discussed in part 1 of this study. Particularly does consideration of the question of the desirability of universal military training require consideration of the question of the amount of Federal control entailed in educational programs administered directly by Federal agencies, in comparison with accomplishment of Federal educational objectives through educational systems and institutions maintained under State authority.

This involves also *the question of the most economical method of accomplishing general Federal objectives in military, technical, and vocational training.* The Federal Government has well-established programs for the support of vocational education through the State school systems. It has been brought out in hearings on proposals for universal military training that this would consist largely of technical instruction. The present study shows that the educational programs of the defense agencies likewise consist largely of the same kind of instruction. The findings from this survey lead to the question of whether the technical training sought in a "universal training" program could be obtained more economically through an enlarged program of Federal aid to the States for vocational education. Is the increasing, direct administration of technical training and other forms of education by Federal departments leading to an actual Federal *competition* instead of *cooperation* with the States in this field? Since, as this study shows, the defense agencies already have authority for broad and diversified educational programs, what legislation, if any, is needed to give them further authority in this field?

Another consideration suggested by the findings from this study is *the question of whether Federal promotion of education could be more effectively used as a "before" rather than as an "after" measure for the prevention of crime.* One of the important educational programs described in this report is that operated by the Department of Justice for inmates of Federal penal and correctional institutions. This activity operates at a cost of over half a million dollars a year, in addition to the cost of conviction of the prisoners and maintenance and operation of the prisons and correctional institutions.

Probably this is a thoroughly justifiable expense. It provides general and vocational education to enable prison inmates to acquire such knowledge and occupational skills as will enable them to adjust to society and earn a livelihood upon release.

Nevertheless, although some persons have declared that many educated people have become criminals, other persons believe that the provision of adequate educational opportunities and guidance for exceptional children through Federal-State cooperative programs would greatly reduce crime.

Some other findings and conclusions from the present study are the following.

The survey reveals the existence of no Federal provisions for a number of Federal programs which have been proposed by certain groups, including the following activities:

(*a*) A general Federal educational extension service, or a labor education extension service, comparable to the agricultural extension service;

(*b*) Federal aid for the operation and maintenance of public libraries, or for library service demonstrations;

(*c*) Extension of Federal contracts for research at educational institutions specifically to the field of research in education itself;

(*d*) Federal participation in the development of community colleges;

(*e*) Administrative reorganization or extension of the scope of the Federal-State rehabilitation program for nonveteran civilians;

(*f*) A permanent, general program of federally financed scholarships.

One of the most significant findings from this study is that only a small percentage of the total expenditure for Federal educational activities is expenditure for the promotion of education as such. Very little of the total expenditure is for the primary purpose of "Federal aid to education." Generally the expenditures are for the accomplishment of educational objectives of Federal agencies which are promotional to the primary objectives of those agencies. This study has revealed little evidence that Federal agencies are particularly concerned about the effects of their respective programs on education in general in the United States, although these effects are far-reaching. The study shows that a large number of primarily noneducational Federal agencies are administering educational programs without the control of a coordinating Federal policy, but usually with direct control by these agencies over the educational programs which they administer.

Only a very small percentage of the total Federal expenditure for educational purposes is for the general promotion of education at all levels in the United States. This small percentage (less than 1 percent in 1950) is administered by the Office of Education. This relatively subordinate general educational agency has little or no statutory responsibility or authority concerning the many special educational programs which are scattered throughout the Federal Government.

B. Summary of the Analysis and Classification of the Programs

The several parts of this report are designed for the use of the committees and Members of Congress as a readily available source of information and analysis basic to the consideration of specific legislative proposals. While the report is not prepared primarily for con-

tinuous reading, it nevertheless offers the reader an over-all picture of what the Federal Government is doing in the field of education, relevant legislative issues, and other related matters. To promote a thorough understanding with a minimum expenditure of time and effort on the part of the reader, the report presents a number of summaries.

Part I contains a summary of educational issues before Congress and certain related material. Part 2 contains a summary of criticisms and recommendations concerning Federal policies in education. Part 3 contains a summary of Federal educational activities as a whole, and agencies. Each of the following four chapters of the report contains a summary of the analysis and classification of the programs from a particular viewpoint. While the essence of each of these chapters appears in its introductory paragraphs, as an added service to the reader these statements and some additional details are here consolidated into the following single summary of the analysis and classification of the programs.

METHODS OF ADMINISTRATION

Federal educational activities are administered in a number of different ways. In some cases a single Federal agency has the responsibility for carrying out the activity. In other cases the Federal agency bearing the principal responsibility draws upon other agencies, organizations, or institutions for administrative assistance—often with respect to only certain phases of the activity.

Some of the activities are cooperative undertakings of Federal and State agencies; others take the form of Federal grants-in-aid to States or their political subdivisions with a minimum of Federal administrative participation. Some of the Federal objectives are accomplished through formal contract between Federal agencies and other agencies or institutions. Some are carried out in cooperation with foreign governments. Occasionally the administration of the program involves a combination of two or more of these methods, or still other measures. Examples of activities administered by each of these methods follow:

Activities administered by a single Federal agency—in-service training for employees of the Bureau of Internal Revenue; operation of Army service schools; operation of the Graduate School of the Department of Agriculture.

Activities administered by a Federal agency with aid from other agencies, organizations, or institutions—the educational exchange program of the Department of State; the Reserve Officers Training Corps program; citizenship education for candidates for naturalization, promoted by the Immigration and Naturalization Service.

Federal-State cooperative programs—cooperative extension work in agriculture and home economics; vocational education of less than college grade, administered by the Office of Education, Federal Security Agency, and by State boards for vocational education; civil aviation education promoted by the Civil Aeronautics Administration.

Federal grants and noncontractual financial aids—appropriations for the further endowment and maintenance of the land-grant colleges; financial aid to schools in federally affected areas, under Public Laws 815 and 874, Eighty-first Congress, second session; Public Health Service grants to medical and graduate schools for research.

Contracts between Federal agencies and other agencies and institutions—contracts of the Army, Navy, and Air Force with educational institutions for research; contracts of the Veterans' Administration with educational institutions for the education of veterans.

Activities carried out in cooperation with foreign governments—exchange of teachers and trainees; other educational exchanges with foreign countries; reorientation program for the Japanese and Ryukyuan peoples.

LEVELS OF EDUCATION CONCERNED

In their entirety Federal educational activities are concerned with all levels of education from kindergarten through graduate courses at the Nation's leading universities. Relatively few of the individual programs, however, are concerned with education at all levels. Some deal only with education at the elmentary and secondary levels, while a much larger number are concerned only with higher education. Many of the activities are at the level of post-secondary education not associated with colleges or universities nor identifiable as being of a level equivalent to that of college or university courses.

Since many of the educational programs of Federal agencies are not carried out within nor in direct connection with educational institutions, the educational levels of these programs is often not definitely determinable and can be only roughly estimated.

None of the programs deals exclusively, but many are concerned in part, with elementary education. In-service training of civilian employees and of military personnel is the principal constituent of Federal activity in the field of post-secondary education not fixable at college or university level.

Some Federal agencies make arrangements with institutions of higher education for the training of civilian or military personnel. Others enter into agreements with colleges and universities for the carrying out of research projects. A number of Federal agencies themselves operate specialized institutions of higher education. Some Federal educational programs not connected with colleges or universities are operated at a level equivalent to that of courses at such institutions.

Federal programs concerned with education in general are few in comparison with the number concerned with specific educational levels.

Examples of activities at each of the different levels follow:

Programs concerned with elementary education (in part)—the operation of Army service schools and off-duty educational programs, the Navy "information and education" program, and off-duty education in the Air Force; education of Indian children in schools under the Bureau of Indian Affairs, Department of the Interior.

Activities in the field of secondary education (in part)—the operation of Army and Navy service schools and Air Force apprentice and technical training programs; instruction at the Coast Guard training station; the Reserve Officers' Training Corps program in secondary schools; education for inmates of Federal penal institutions.

Programs of post-secondary education (in part)—in-service training of civilian personnel of many Federal agencies; provision for the education of veterans; the technical assistance program of the Economic Cooperation Administration.

Activities concerned with higher education—operation of the United States Military Academy, the Naval Academy, the Air University, the Coast Guard Academy, the Industrial College of the Armed Forces, the National War College, the Naval War College, the Armed Forces Staff College, the Naval Postgraduate School, the Department of Agriculture Graduate School, the National Bureau of Standards Graduate School, the Merchant Marine Academy; support of Howard University; utilization of institutions of higher education by Federal agencies for research and for the training of personnel, civilian and military.

Activities concerned with education at all levels—educational projects of the Institute of Inter-American Affairs; training in service schools of the Armed Forces; education of inmates of Federal penal institutions; exhibits and advisory services of constituent agencies of the Smithsonian Institution; the general services of the Library of Congress.

GEOGRAPHICAL AREAS AFFECTED

Some Federal educational activities are carried out exclusively on Federal properties, principally in the United States; others on both Federal and non-Federal properties in this country. Some of the programs are extended to or particularly affect the Territories and outlying possessions of the United States. Several of the programs are carried out in occupied areas of other countries, but a much larger number take place in, or particularly affect, other countries in general.

While the indirect effects of activities carried out exclusively or almost entirely on Federal properties may be Nation-wide or world-wide, the effects upon the areas of the Federal properties utilized are direct and definite. This group of activities relates chiefly to the training of personnel, civilian or military.

The majority of Federal educational activities are carried out on both Federal and non-Federal properties in the United States. At least eight Federal departments and independent agencies operate educational programs in or in relationship with the local governments of occupied areas of other countries. A majority of the departments and agencies carry out some educational activities in other countries as a whole, or perform services involving relations with other countries in general.

Examples of activities within the several classifications with respect to geographical areas follow:

Activities exclusively or almost entirely on Federal properties, principally in the United States—the operation of service schools of the Armed Forces; operation of the Federal Bureau of Investigation National Academy; staff training at St. Elizabeths Hospital.

Activities on Federal and non-Federal properties in the United States—operation of the program of the Foreign Service Institute of the Department of State; the school savings program of the Department of the Treasury; special training projects of the Atomic Energy Commission.

Activities in or particularly affecting the Territories and insular possessions—Reserve Officers Training Corps activities; Federal research projects utilizing educational institutions; Public Health Service grants to educational institutions.

Activities in occupied areas of other countries—the Department of the Army's reorientation program for the Japanese and Ryukyuan peoples; international exchange of teachers and trainees.

Activities in or particularly affecting other countries as a whole—operation of overseas information centers by the Department of State, training of foreign nationals in the United States by various Federal agencies.

TYPES AND NUMBER OF PERSONS AFFECTED

As a whole, Federal educational activities directly or indirectly affect the entire population of the United States, its Territories and insular possessions, and many peoples in other lands. Many of the programs, however, chiefly affect only special groups or types of persons. Important special groups affected are members of the Armed Forces, Federal civilian personnel, veterans, Indians or other native ethnic groups, and foreign nationals. Some of the programs are for other special groups or types of persons, and some are for the national citizenry in general. The number of persons directly affected by the different programs varies widely, ranging all the way from a single individual to millions of people.

A large percentage of the programs operates for the benefit of members of the Armed Forces. These are concentrated in but are by no means limited to the Departments of the Army, Navy, and Air Force. In-service training is the principal constituent of Federal educational activities for the benefit of civilian employees of the Government. The programs for veterans are very important from the viewpoint of the millions of persons affected, as well as from other viewpoints.

Other special groups particularly affected by certain Federal educational programs include teachers and students, engineers, miners, farmers, meteorologists, skilled laborers in general, Negroes, and law-enforcement officers.

Activities aimed directly at benefits to segments of the population so large as to include practically everyone may be considered to be carried out for the benefit of the national citizenry in general.

Examples of activities in the several classifications with respect to types and numbers of persons affected follow:

Programs for the benefit of members of the Armed Forces—practically all of the educational programs of the Department of Defense except those for civilian personnel; Federal provisions for the education of children in federally affected areas (very largely).

Programs for the benefit of Federal civilian personnel—in-service training programs of many Federal agencies; Federal provisions for the education of children in federally affected areas (in part).

Programs for veterans, Indians, foreign nationals, and other special groups—the educational and vocational rehabilitation programs for veterans, administered by the Veterans' Administration; medical education provided the staffs of veterans' hospitals; provision for the education of Indians made by the Bureau of Indian Affairs, Department of the Interior; the international educational exchange program.

Activities for the benefit of the national citizenry in general—discharge of the basic statutory functions of the Office of Education, Federal Security Agency; the Federal-State program of vocational education; various Federal research projects carried out at educational institutions.

II. METHODS OF ADMINISTRATION

Federal educational programs are administered in a number of different ways. In some cases a single Federal agency bears the responsibility for carrying out the activity. In other cases the Federal agency bearing the principal responsibility draws upon other agencies, organizations, or institutions for administrative assistance—often with respect to only certain phases of the activity.

Some of the activities are cooperative undertakings of Federal and State agencies; others take the form of Federal grants-in-aid to States or their political subdivisions with a minimum of Federal administrative participation. Some of the Federal objectives are accomplished through formal contract between Federal agencies and other agencies or institutions. Some are carried out in cooperation with foreign governments. Occasionally the administration of the program involves a combination of two or more of these methods, or still other measures. A review of some of the more important, typical, or otherwise noteworthy programs from the viewpoint of each of these various methods of administration follows. The classification of the activities has been determined by their principal characteristics from an administrative viewpoint, as indicated by information obtained from the agency having the chief administrative responsibility.

A. Programs Administered by a Single Federal Agency

An outstanding educational activity administered solely by the Department of State is the departmental and foreign service training in the Foreign Service Institute. The Department of State also solely administers several other educational pursuits. The Department of the Treasury alone administers its in-service training school for customs officials in New York City, in-service training for employees of the Bureau of Internal Revenue, the United States Coast Guard Academy, and the United States Coast Guard Training Station at Groton, Conn.

Except for over-all supervision by the Joint Chiefs of Staff the Department of the Army bears the entire administrative responsibility for the operation of the National War College, although its program is for the benefit of the Army, Navy, and Air Force. Under policy supervision of the Secretary of Defense the Department of the Army likewise administers the Armed Forces Information School which, as the name implies, is for the several branches of the Armed Forces. The Department also solely administers the Army language school and the entire Army service school system, besides a school for civilian personnel administration and practically all of the activity specifically termed the "Army education program."

The Department of the Navy assumes sole administrative responsibility for in-service training of civilian personnel of the Department, the operation of naval air technical training schools and the Naval

School of Aviation Medicine, residency and intern training in naval hospitals, enlisted personnel training in service schools, fleet training activities, and the operation of the Naval Academy at Annapolis, Md. The Department also operates without administrative assistance the Naval Postgraduate School, recruit training, and some other educational activities. As a branch of the Navy, the Marine Corps solely administers the Marine Corps Institute, Marine Corps officer schools, and technical training for enlisted personnel.

In the Department of the Air Force the administrative responsibilities for in-service training and apprentice training of civilian personnel, the major portion of the off-duty educational program, and the Air Force technical training program lie solely within the Department. The Air University at Maxwell Air Force Base, Ala., administers the senior service schools of the Air Force including the Air War College, the Air Command and Staff School, the School of Aviation Medicine, the Institute of Technology, and the Extension Course Institute. The Air University alone also administers the Human Resources Research Institute and the Research Studies Institute.

The Department of Justice solely administers most of its educational programs, including those for inmates of Federal penal institutions, the Federal Bureau of Investigation National Academy and in-service agent training, and correspondence training for field personnel and the Border Patrol Training School of the Immigration and Naturalization Service. The Department of the Interior directly administers a part of its program of Indian education, the entire employee-safety and mine-safety training programs of the Bureau of Mines, and departmental management training in the office of the Secretary. The Department of Agriculture solely administers its graduate school, orientation and training of departmental employees, and demonstrations of grades and standards for agricultural commodities.

Programs administered solely by the Department of Commerce include the junior engineer, soils analysis, and aerial surveying training of the Bureau of Public Roads, in-service training in the Civil Aeronautics Administration, operation of the Merchant Marine Academy, upgrading, specialist, and correspondence courses given by the Maritime Administration, and operation of the National Bureau of Standards Graduate School. The Department of Labor solely administers its in-service training activities, and its training program for State safety inspectors.

In the Federal Security Agency, the Food and Drug Administration carries out alone its in-service training program for professional employees, and the Office of Education solely discharges its basic statutory responsibilities. The Public Health Service directly provides education for child patients of the Marine Hospital at Carville, La., research fellowships for medically trained personnel, instruction for psychiatric aides and students anesthesiology, and training in public-health work. St. Elizabeths Hospital alone administers its training programs for attendants, interns and residents, and student nurses.

In the Smithsonian Institution, the Bureau of American Ethnology, National Air Museum, National Collection of Fine Arts, National

Zoological Park, and National Museum, as agencies, administer solely their respective educational programs.

The Veterans' Administration carries out alone its program of medical education for the professional and technical staffs of its hospitals.

Besides a number of in-service training activities, two outstanding educational programs solely administered by other independent Federal agencies are the provision of loans by the Housing and Home Finance Agency to educational institutions for student housing, and the operation of the Canal Zone public schools by the Bureau of Civil Affairs of the Canal Zone.

In the legislative establishment, the Library of Congress without administrative aid from other agencies or institutions operates the Library proper, maintains the National Union Catalog, and provides the services of the law library, the distribution of printed catalog cards and technical publications, and the loan of "talking books" to adult blind persons throughout the Nation. The United States Botanic Garden and the United States Government Printing Office both solely administer their educational activities.

The several departments of the Government of the District of Columbia alone administer their respective in-service training and other educational programs. The Board of Education bears sole responsibility for the operation of the public schools and other educational institutions for which it has responsibility. The Board of Public Welfare solely administers the school program for children under its care.

B. Activities Administered by a Federal Agency With Aid From Other Agencies, Organizations, or Institutions

Many Federal educational programs can be placed in the category of those administered by a Federal agency with aid from other agencies, organizations, or institutions in the United States. The extent of the administrative aid varies all the way from another agency's carrying practically equal responsibility for the activity to a mere informal administrative cooperation on the part of other agencies, organizations, or institutions. Some outstanding activities in this category (exclusive of Federal-State cooperative programs, which are separately considered in this report) are the following:

The Department of State receives extensive assistance from the Office of Education (of the Federal Security Agency) and other agencies in administering its program of educational exchange with other countries. The Technical Cooperation Administration (of the Department of State) utilizes the services of many other Federal agencies in carrying out the Point Four training program.

Educational organizations help the United States Savings Bonds Division of the Department of the Treasury promote its school savings program.

Although the Department of the Army handles administrative and fiscal maintenance of the Industrial College of the Armed Forces, its educational program is administered by the Joint Chiefs of Staff through the Departments of the Army, the Navy, and the Air Force. The Department of the Army generally administers the Military Academy at West Point, but the Air Force furnishes about 80 officers

for its operation. The Army Reserve Officers' Training Corps program is a Federal-institutional cooperative activity. Training connected with the Mutual Defense Assistance Program is a joint endeavor of the Departments of State, Army, Navy, and Air Force. The Department of Labor and the Veterans' Administration give aid to the Army in administering its apprenticeship program at Ordnance installations. A number of other Federal and private agencies help the Army carry out its reorientation program for Japanese and Ryukyuan peoples.

The Department of the Navy carries out an intern program for executive development with the cooperation of George Washington and American Universities in Washington, D. C. Civilian medical schools assist the Navy in training selected naval personnel in medicine and surgery. The Bureau of Naval Personnel makes arrangements with colleges and universities throughout the country for the training of naval officer candidates.

The Continental Air Command and a number of colleges and universities cooperate in carrying out the Air Force Reserve Officers' Training Corps program, certain elements of the off-duty educational program for Air Force personnel, and research training for technical, scientific, and professional personnel of the Air Force.

The Immigration and Naturalization Service of the Department of Justice and public schools throughout the United States cooperate in providing citizenship education for candidates for naturalization.

The motion-picture instructional program of the Bureau of Mines (Department of the Interior) is carried out in cooperation with mineral and allied industrial agencies. The fishery technological research fellowship program of the Fish and Wildlife Service is administered through cooperative fellowship arrangements between that agency and educational institutions.

The Bureau of Human Nutrition and Home Economics (Department of Agriculture) carries out part of its program of research through cooperative arrangements with colleges and universities. The Production and Marketing Administration and rural high schools and agricultural colleges cooperate in holding demonstrations of tobacco-producing methods on farms, and in other rural situations.

Each of the Departments of Commerce and Labor cooperatively administers with the Department of State several programs for the training of foreign nationals.

In the Federal Security Agency, the Office of Education administers in cooperation with many other Federal agencies a program of cataloging United States Government films. In cooperation with the Department of State and the Department of the Army, respectively, the Office of Education arranges for the exchange of teachers and trainees with occupied areas of Europe and of Japan. In cooperation with the Department of State, the Institute of International Education, and the Canadian Education Association, the Office of Education operates the program of exchange of teachers, trainees, and students with other countries. The Office of Education has also assisted the General Services Administration in administering surplus-property utilization for educational purposes. The Public Health Service administers mental-health consultation and demonstration services in cooperation with training institutions and professional organizations in the field of mental health.

The Tennessee Valley Authority carries out several of its educational activities—for example, forestry studies and demonstrations—in cooperation with other Federal agencies and with nongovernmental agencies, such as farmers' organizations.

Educational activities of other independent Federal agencies administered with some assistance from other agencies, organizations, or institutions include the administrative intern program of the Civil Service Commission and the orientation program for displaced persons and expellee refugees provided by the Displaced Persons Commission.

C. Federal-State Cooperative Programs

The Department of Agriculture is responsible for the Federal aspects of administering many Federal-State cooperative programs in the field of education. Several other Federal departments and agencies also participate in administering programs of this type. In most cases the Federal-State cooperative arrangements are formal in character; but in some cases they are informal, even though close cooperation exists. Often other agencies, organizations, and institutions also cooperate with the Federal and State agencies in carrying out these programs. In some cases the administration of the activities includes contractual arrangements (which are separately considered in this study).

In the Department of Agriculture the extensive and varied research programs of the constituent agencies of the Agricultural Research Administration are generally carried out in cooperation with the agricultural experiment stations of the land-grant colleges and other State agencies, educational institutions, and organizations. The responsibilities and working agreements between the Federal agency and each cooperator are usually covered by cooperative agreements or memoranda of understanding. The research programs of the Bureau of Agricultural Economics, the Farm Credit Administration, the Forest Service, and the Soil Conservation Service are similarly administered. Cooperative extension work in agriculture and home economics is carried on by the Department of Agriculture with the aid of the State agricultural colleges, the Federal, State, and county governments sharing the cost. The extension program of the Rural Electrification Administration and educational work of the Soil Conservation Service are carried out cooperatively by these agencies and the Federal and State extension services.

In the Federal Security Agency, the Office of Education cooperates with State boards for vocational education in administering, as a Federal-State cooperative program, the Federal vocational education acts for the promotion of vocational education.

The Bureau of Reclamation in the Department of the Interior carries out a settler-assistance educational program in cooperation with the agricultural extension services of cooperating States. Training and research in wildlife are carried out through wildlife-research units, at colleges and universities, established through cooperative action by the Fish and Wildlife Service and State conservation departments.

The Civil Aeronautics Administration of the Department of Commerce and the department of education of the several States together

carry out a Nation-wide program of civil aviation education. The operation of the State marine schools is a Federal-State activity, the cooperating Federal agency being the Maritime Commission.

A small portion of the "Army education program" is administered through Federal-State cooperation, whereby Army servicemen in some areas attend tuition-free public schools and colleges.

With the cooperation of the Office of Education (in the Federal Security Agency), the State apprenticeship agencies, State boards of education and local vocational schools, the Bureau of Apprenticeship in the Department of Labor administers its program for the promotion of apprenticeship and other on-the-job training in the skilled trades. The staff-training program of the Bureau of Employment Security is a Federal-State cooperative enterprise for employees of State and local offices.

Several of the programs of the Tennessee Valley Authority carried out in part through contract with educational institutions are administered with the assistance of State agencies.

D. Federal Grants and Noncontractual Financial Aids

The Federal Security Agency and the Department of Agriculture administer a number of Federal grants and other noncontractual financial payments in aid to educational activities. Such grants and payments are made to States or to State agencies, and to other agencies, organizations, and institutions.

Outstanding among these Federal payments are the appropriations "for the more complete endowment and maintenance" of the land-grant colleges, administered by the Federal Security Administrator through the Commissioner of Education. Also outstanding are the Federal allotments for the promotion of vocational education under the Federal vocational education acts, which require dollar-for-dollar matching of Federal with State or local funds. Under the provisions of Public Laws 815 and 874 of the Eighty-first Congress the Office of Education administers a program of financial aid to schools in federally affected areas. This is a large program giving aid to many localities.

The Office of Vocational Rehabilitation administers Federal grants-in-aid to State boards of vocational education for the vocational rehabilitation of civilians.

The Public Health Service grants Federal funds to institutions, organizations, and official health agencies for the promotion of cancer-control projects, and to educational institutions for the construction of facilities for cancer and cardiovascular research. The Service also administers a program of grants to medical schools and graduate schools for cancer, heart, dental, mental health, and general research. It also makes grants for teaching in the fields of cancer, heart, and mental health, and grants to be matched by the States for training of State and local public-health personnel.

The Children's Bureau of the Social Security Administration makes certain grants to responsible State agencies for graduate education of physicians, nurses, medical social workers, nutritionists, and therapists.

Since 1879 Congress has made continuous and increasing appropriations for the support of Howard University in Washington, D. C.

With minor exceptions, 25 percent of all money received from the national forests during each fiscal year is paid to the States and Territories for the benefit of schools and roads of the county in which the national forests are situated. The Federal Government also pays to Arizona and New Mexico, as income to their common-school funds, a proportionate share of the gross receipts from the national forests in those States.

The Office of Experiment Stations of the Department of Agriculture makes payments to States for agricultural research carried out at the agricultural experiment stations of land-grant colleges. The Department also gives financial aid to States for the operation of the national school-lunch program.

The Housing and Home Finance Agency has carried out an extensive program of advancing Federal funds to local governmental agencies for the planning of public works, including schools and other educational facilities.

E. Contracts Between Federal Agencies and Other Agencies and Institutions

An increasingly important and widely utilized method of administration of Federal educational programs is that of contract between a Federal agency and other agencies, organizations, or institutions. Most of these Federal contracts are with colleges and universities. Some are with State agencies.

Most of the departments and a number of the independent agencies of the Federal Government have contracts of this kind. Particularly is this method of administration of educational programs utilized by the Departments of State, Army, Navy, Air Force, Agriculture, and Commerce, and the Atomic Energy Commission, Tennessee Valley Authority, and Veterans' Administration. A summary of the more outstanding programs of this type as carried out by all the agencies follows.

The Department of State has contracts with other agencies, colleges, universities, and educational organizations for the administration of certain phases of practically all of its large educational undertakings in relations with other countries. These include the educational exchange program, the operation of United States information centers and binational American centers abroad, and the Point Four training program of the Technical Cooperation Administration. Some of the training provided through the Foreign Service Institute is accomplished by contract with universities.

The United States Coast Guard (Department of the Treasury) provides specialized training for some of its officers by contract with educational institutions.

The Departments of Army, Navy, and Air Force have similar contractual arrangements with educational institutions for the accomplishment of certain objectives. The two principal purposes for which these contracts are entered into are training of personnel and performance of research. Among these programs the Army has special contracts for language and area training, the Navy for medical and postgraduate courses, and the Air Force for training of personnel to carry out research projects.

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The Bureau of Indian Affairs in the Department of the Interior provides for the education of Indian children partly by contract with State departments of education and local school authorities.

Besides its extensive arrangements for cooperative research activities at the agricultural experiment stations of land-grant colleges, the Department of Agriculture enters into formal contracts with some of these and other institutions for research in some cases.

Contracts with educational institutions entered into by bureaus of the Department of Commerce include those for training foreign nationals in census taking, research in radio and certain "classified" projects of the National Bureau of Standards, and the scholarship and meteorological research programs of the Weather Bureau.

All of the programs of the Atomic Energy Commission reviewed in this report (its fellowship and off-site research programs, special training, and provisions for elementary and high-school education in AEC communities) are operated wholly or in part under contract with colleges and universities, local school districts, or other agencies. In some cases the contract arrangements are indirect through other agencies.

Part of the training of personnel of the Public Health Service is through contract with educational and medical institutions outside the Service.

The Tennessee Valley Authority makes contractual payments to land-grant colleges for fertilizer research and demonstrations, to State departments of education for certain advisory services, to college research bureaus for specific studies, and to local school authorities for the education of the children of construction workers.

The educational and vocational rehabilitation programs of the Veterans' Administration are carried out through contractual arrangements with educational institutions which receive payment for tuition for veterans and for books and supplies furnished veteran students.

Activities of other Federal agencies carried out through contract with educational institutions include research projects of the Housing and Home Finance Agency, synthetic-rubber research of the Reconstruction Finance Corporation, and provisions for language and area study by employees of the Central Intelligence Agency.

F. Activities Carried Out in Cooperation With Foreign Governments

A number of Federal departments and independent agencies participate in educational programs carried out in cooperation with the governments of other countries. Usually the administration of these programs involves the Department of State and one or more other Federal agencies. Frequently there is a transfer of funds from the Department of State to another Federal agency administering certain phases of the program.

In the Department of State the Office of Educational Exchange, Office of International Information, and Technical Cooperation Administration all work with foreign governments for the promotion of educational exchanges, operation of United States information centers and binational American centers, advancing technical cooperation and other educational projects.

The Department of the Army administers its reorientation program for the Japanese and Ryukyuan peoples in cooperation with local governments in Japan and the Ryukyu Islands.

In the Department of the Interior, the Bureau of Mines, Bureau of Reclamation, Fish and Wildlife Service, Geological Survey, and Office of Territories, all provide specialized training in their respective fields of interest for foreign nationals in cooperation with the Department of State and other countries. The Office of Foreign Agricultural Relations of the Department of Agriculture likewise provides training in agricultural matters for foreign nationals.

In the Department of Commerce, agencies providing training for foreign nationals in cooperation with other countries include the Census Bureau, the Civil Aeronautics Administration, the National Bureau of Standards, the Office of Business Economics, the Coast and Geodetic Survey, and the Weather Bureau. In the Department of Labor, the Office of International Labor Affairs and the Bureau of Apprenticeship engage in cooperative undertakings of this type.

The Office of Education (in the Federal Security Agency) cooperates with local governments in occupied areas and with other countries and the Department of State in carrying out the international exchange of teachers, trainees, and students.

The Federal Communications Commission, the Housing and Home Finance Agency, and the Bureau of the Budget provide training for foreign nationals under the international educational exchange program. The Bureau of the Budget also participates in the program of technical assistance generally administered by the Economic Cooperation Administration with assistance from governments receiving Marshall-plan aid.

Together with the exchange bureaus of many foreign governments, the Smithsonian Institution administers an extensive exchange of scientific, literary, and Government publications.

III. LEVELS OF EDUCATION CONCERNED

In their entirety, Federal educational activities are concerned with all levels of education from kindergarten through graduate courses at the Nation's leading universities. Relatively few of the individual programs, however, are concerned with education at all levels. Some deal only with education at the elementary and secondary levels, while a much larger number are concerned only with higher education. Many of the activities are at the level of postsecondary education.

The terms "elementary" and "secondary" education are too widely used and generally understood to need explanation in this report. The meaning of the term "postsecondary education" is fairly obvious. It is used in this report to denote courses generally pursued by persons having a background of secondary education, or courses generally requiring such an educational background, or courses conducted at a level of difficulty above that of secondary education. It is recognized that the meaning of the term "higher education" is somewhat indefinite. It is used herein generally to denote courses at recognized institutions of higher learning, or study definitely at the equivalent educational level. In this study the use of the term "postsecondary education" is distinguished from that of "higher education" in that the former denotes training not generally carried out at colleges or universities nor definitely fixable at a level equivalent to courses at such institutions.

Since many of the educational programs of Federal agencies are not carried out within and are not directly associated with educational institutions, the educational level of these programs is often not definitely determinable. The classification of many of the activities reviewed in the following pages should therefore not be regarded as rigid. On the contrary, the placement of a program at one or another educational level often gives only a general idea of the level of difficulty of the educational pursuit.

Following is a review of some of the more noteworthy programs classified on the basis of the level of education involved.

A. Programs Concerned With Elementary Education (Including Kindergarten)

None of the Federal educational programs deals exclusively, but many are concerned in part, with elementary education. The school savings programs of the Department of the Treasury operates partly in public and private elementary schools. Parts of the instruction given in the Army service school system, the "Army education program," Navy recruit training, the "information and education program" of the Navy, and the off-duty educational program for Air Force personnel are at the level of elementary education.

Prior to July 1, 1951, the Department of the Navy provided elementary education for the native population of the islands of the trust

territory, America Samoa, and Guam. This responsibility now resides in the Department of the Interior.

The Immigration and Naturalization Service of the Department of Justice cooperates with public elementary schools in citizenship education.

The Bureau of Indian Affairs (Department of the Interior) provides for the education of Indian children at the elementary level in many parts of the United States. The Fish and Wildlife Service provides elementary schools on the Pribilof Islands.

Payments to States and Territories from the national-forest fund are used in part to support elementary schools in the localities in which the national forests are situated.

Arrangements made by the Atomic Energy Commission for education in communities at its installations include provision for elementary schools and kindergartens.

Under the Federal vocational education acts administered through the Office of Education of the Federal Security Agency, elementary schools may receive reimbursement from Federal funds for vocational training. A large share of the financial aid provided federally affected school districts under Public Laws 815 and 874 of the Eighty-first Congress, second session, goes to elementary schools. This is a large program affecting many elementary and secondary schools throughout the Nation.

The Public Health Service provides elementary education for child patients at the National Leprosarium at Carville, La.

Many schools constructed by the Federal Government in war-impacted communities during World War II and purchased by or transferred to local educational authorities are being used for elementary education.

The Board of Education of the District of Columbia provides elementary schools for children of the District. The Board of Public Welfare and the Department of Corrections provide schooling for their wards of elementary-school age.

Other Federal programs concerned with elementary education are mentioned later in this report under the heading "Activities Concerned with All Educational Levels."

B. Activities in the Field of Secondary Education

Many Federal educational activities are carried out at least in part at the level of secondary education or are otherwise concerned with education at that level. Some of these programs are the following:

Part of the training given in the Foreign Service Institute of the Department of State is at the secondary-school level. The extensive training programs for foreign nationals carried out by the Institute of Inter-American Affairs and the Technical Cooperation Administration are largely at the level of secondary education.

In-service training in the Bureau of Internal Revenue of the Department of the Treasury and instruction at the Coast Guard Training Station at Groton, Conn., are partly at the high-school level. The school savings program of the Department of the Treasury operates in secondary schools throughout the Nation.

Much schooling at high-school level is given in the Army service school system, and by the Armed Forces Institute. The Army pro-

vides secondary education for dependents on some of its bases. Army extension courses are largely at the level of secondary education. The Reserve Officers' Training Corps is established in many high schools throughout the country. The "Army education program" is largely concerned with secondary-level education.

In-service training of civilian personnel of the Department of the Navy, training of Navy enlisted personnel in service schools, fleet training activities, and the "information and education" program of the Navy are partly at the secondary level. The "information and education" program emphasizes high-school courses. Navy recruit training and courses offered by special officers' schools and the Marine Corps Institute are partly at the level of secondary education.

Air Force apprentice training is generally, and in-service training of civilian employees is partly, within the range of secondary education. Air Force technical training is largely at this level. The off-duty educational program of the Air Force includes many high-school subjects.

The Immigration and Naturalization Service of the Department of Justice cooperates with high schools in many localities in a program of citizenship education. The Bureau of Prisons provides secondary education for inmates of Federal penal institutions.

The apprentice-training program of the Bonneville Power Administration in the Department of the Interior is largely at the level of secondary education. The Bureau of Indian Affairs provides high-school education for Indians.

The instruction and demonstrations comprising the cooperative extension work in which the Department of Agriculture participates are largely at the level of secondary education. The findings from some of the research carried out by constituent agencies of the Department are utilized in high-school courses. Part of the funds paid to States and Territories from the receipts from national forests is used to support secondary schools. Orientation and training of employees of the Department of Agriculture are partly at the level of secondary education. Federal assistance in the form of funds and food is utilized for the serving of lunches in high schools throughout the United States.

The civil aviation education program of the Department of Commerce is carried out largely in the Nation's high schools. Training in the United States Maritime Service is partly at the secondary level.

In-service training of employees of the Department of Labor, apprenticeships promoted by the Bureau of Apprenticeship, and training of State safety inspectors by the Bureau of Labor Standards are largely within the range of secondary education.

The greater portion of the Federal-State program of vocational education is conducted by secondary schools. Secondary schools are utilized for observation and practice by teacher-trainees under the international exchange program operated by the Office of Education, Federal Security Agency. Much of the aid administered by the Office of Education to federally affected school districts under Public Laws 815 and 874 of the Eighty-first Congress, second session, goes for the construction and operation of high schools. State boards of vocational education utilize vocational high schools in part for the civilian vocational rehabilitation provided with Federal financial assistance.

Also with Federal aid State health departments provide training partly at secondary level for State and local public-health personnel.

Included among educational institutions utilized by the Veterans' Administration in providing educational benefits for veterans are secondary schools scattered throughout the United States and in many other countries. In-service training for some of the employees of the Department of Medicine and Surgery of the Veterans' Administration is similar to that given in vocational high schools.

The technical-assistance program of the Economic Cooperation Administration is carried out largely at the level of secondary education.

About 25,000 high schools in the United States have benefited from the program of distribution of surplus property administered by the Office of Education, Federal Security Agency, and the General Services Administration.

The Board of Education of the District of Columbia provides secondary education for residents of the District.

Other Federal programs concerned with secondary education are mentioned later in this report under the heading "Activities concerned with all educational levels."

C. Programs of Postsecondary Education

In-service training of civilian employees and military personnel is the principal constituent of Federal activity in the field of postsecondary education. Much of the in-service training is carried out at a level above that of high school, but is not given in colleges or universities nor is it generally accepted by institutions of higher learning for credit toward degrees. Some other types of Federal educational programs also fall within this category. These programs cannot be placed definitely in the field of "higher education" as the term is generally understood. In some cases they require, however, a background of secondary education, or the participants generally have a background of high-school education. Without drawing a definite line between postsecondary and higher education, some of the activities which may be classified, in whole or in part, as postsecondary education are the following:

The technical training given at the United States Coast Guard Training Station at Groton, Conn., is partly at the level of postsecondary education. Much of the instruction given by the Armed Forces Information School, through the Army extension course program, in the Army service school system, and through the apprenticeship program at ordnance installations is at the postsecondary level.

In-service training of civilian personnel of the Department of the Navy is largely at this level, as is also the training in naval air technical schools, fleet training, the work of the Marine Corps Institute, and technical training for enlisted personnel in the Marine Corps.

Apprentice and in-service training of civilian employees of the Department of the Air Force and the Air Force technical training program are partly at the postsecondary level. The National Academy of the Federal Bureau of Investigation and the Border Patrol Training School of the Immigration and Naturalization Service might be classified as institutions of postsecondary education.

Federal schools for Indians offer postsecondary courses in certain areas. The employee-safety and mine-safety training programs of

the Bureau of Mines of the Department of the Interior are partly at the postsecondary level.

Orientation and training of employees of the Department of Agriculture are largely at the postsecondary level. Also at this level is much of the instruction given in the cooperative agricultural extension service in which the Department of Agriculture participates.

United States Maritime Service upgrading, specialist and skilled rating training, and correspondence courses given by the Maritime Service Institute are generally at the level of postsecondary education. The Department of Labor promotes or carries out several programs at this level, including apprenticeship and other training on the job in the skilled trades, the Nation-wide technical training service of the Bureau of Employment Security, training of State safety inspectors, and in-service training of all departmental and field-service employees.

Instruction for psychiatric aides provided by the Division of Hospitals of the Public Health Service, and for student nurses provided by St. Elizabeths Hospital, is generally at the postsecondary level.

A considerable portion of the education provided veterans by the Veterans' Administration is at the postsecondary level, being carried out in trade schools and business and industrial establishments.

Programs of other independent agencies concerned with postsecondary education are technical assistance administered by the Economic Cooperation Administration, the operation of the staff college and defense training schools of the Federal Civil Defense Administration, and apprenticeship under the National Advisory Committee for Aeronautics.

Other Federal programs concerned with postsecondary education are mentioned later in this report under the heading "Activities concerned with all educational levels."

D. Activities Concerned With Higher Education

Far more Federal educational programs are concerned with higher education than with any other educational level. Generally these programs involve utilization of the facilities of colleges and universities.

Some Federal agencies make arrangements with institutions of higher education for the training of civilian or military personnel. Others enter into agreements with colleges and universities for the carrying out of research projects. A number of Federal agencies themselves operate specialized institutions of higher education.

Some Federal educational programs not connected with colleges or universities are operated at a level equivalent to that of courses at such institutions. Although a large percentage of Federal programs in the field of higher education are at the undergraduate level, some include both undergraduate and graduate work and others are restricted to postgraduate studies or research activities.

Following is a review of some of the larger or otherwise more noteworthy Federal educational programs concerned with higher education or institutions of higher learning.

The Office of Educational Exchange and the Division of Overseas Information Centers of the Department of State directly and indirectly utilize many institutions of higher education in carrying out their educational exchange and overseas information activities. The Foreign Service Institute provides undergraduate and graduate

courses at chosen universities, in addition to instruction within the institute.

The United States Coast Guard Academy is an accredited institution of higher education awarding the degree of bachelor of science. Some advanced training of Coast Guard officers is carried out through arrangements with other institutions of higher learning.

The work of the Industrial College of the Armed Forces is principally at college undergraduate level. The National War College is primarily an institution for graduate study.

The Department of the Army utilizes civilian colleges and universities for language and area training, for the operation of the Reserve Officers' Training Corps program, for the training of certain other military personnel, and for research and development. Training in the Army service school system includes courses at undergraduate and graduate collegiate level. The Military Academy at West Point, N. Y., is an institution of higher education awarding the degree of bachelor of science.

Part of the in-service training of civilian personnel of the Department of the Navy is carried out at the undergraduate and graduate levels at colleges and universities. Medical training for officers and enlisted personnel of the Bureau of Medicine and Surgery includes undergraduate and graduate courses in civilian medical schools. Instruction in the United States Naval School of Aviation Medicine is at the level of higher education. The Naval Academy at Annapolis is one of the country's important institutions of higher learning. Instruction at both the Naval War College and the Armed Forces Staff College (administered principally by the Navy) is at the collegiate and graduate school levels. The Navy utilizes civilian institutions of higher education for several programs for officer candidates, and to supplement the work of the Naval Postgraduate School, as well as for research and development. Part of the training given in special officers schools of the Bureau of Naval Personnel and the Marine Corps is at the level of college undergraduate and graduate study.

Specialized training under the Directorate of Civilian Personnel of the Air Force is generally at the level of college engineering. The Air Force Reserve Officers Training Corps program operates in colleges and universities. Research and development projects of the Air Force are also carried out at colleges and universities in many States. Some college-level courses are offered in the off-duty educational program of the Air Force. The Air University at Maxwell Air Force Base in Alabama is an outstanding institution of higher education. The Air Force also utilizes other colleges and universities for technical and scientific training of Air Force personnel.

In-service agent training in the Federal Bureau of Investigation is at the professional school and college graduate level. In the Department of the Interior training given by several bureaus to foreign nationals under the international exchange-of-persons program is at college level. The Fish and Wildlife Service cooperates with colleges and universities in providing fellowships for wildlife research and establishing wildlife units providing undergraduate and graduate training of students. Interior departmental management training includes university courses.

Numerous research programs of the Department of Agriculture operate through the experiment stations of the land-grant colleges,

and through other educational institutions. The cooperative agricultural extension service also operates through the land-grant colleges. The Graduate School of the Department of Agriculture is a well-known institution of higher learning. Much of the training provided foreign nationals by the Office of Foreign Agricultural Relations is given in colleges and universities.

The Department of Commerce utilizes colleges and universities for research, for training certain employees, and for training of foreign nationals under the exchange-of-persons program. Much of the in-service training which the constituent agencies of the Department conduct is at the level of higher education. The civil aviation education program of the Civil Aeronautics Administration operates partly in colleges and universities. The Merchant Marine Academy at Kings Point, N. Y., operated by the Maritime Commission, gives a 4-year college level course leading to the degree of bachelor of science. Federal-State cooperative training in the State marine schools is at the higher education level. The National Bureau of Standards Graduate School gives instruction at the college undergraduate and graduate levels but awards no degrees.

Training for foreign nationals provided by the Department of Labor in cooperation with the Department of State and the Economic Cooperation Administration is largely at the level of higher education.

The fellowship program of the Atomic Energy Commission is concerned exclusively with training at the college-graduate level. The off-site research programs of the Commission utilize a number of colleges and universities. Special training conducted by the Commission is generally at predoctoral level.

Many of the activities of the Federal Security Agency are concerned with higher education. Outstanding among these are the administration of appropriations for the further endowment and maintenance of the land-grant colleges, the administration of the basic statutory functions of the Office of Education, cooperation with the States in vocational rehabilitation and in the training of teachers of vocational subjects, and with the Department of State in the international exchange of teachers and trainees. Programs of the Public Health Service for the training of public-health personnel and for research concerning certain diseases and health matters deal with institutions of higher learning. These programs include grants for cancer, heart, dental, mental health, and other research projects; medical, dental, and dietetic internships; the operation of mental-health training institutes; teaching grants for medical and dental schools, traineeship awards, and other activities. The Public Health Service also administers grants to colleges and universities for the construction of research facilities. Two educational programs of the Children's Bureau utilize colleges and universities. The Columbia Institution for the Deaf (normal training department) and Howard University are institutions of higher education supported by Federal funds.

Several developmental and research programs of the Tennessee Valley Authority utilize land-grant colleges and other institutions of higher education. Much of the education and vocational rehabilitation provided veterans by the Veterans' Administration and a large portion of the educational program for the professional and technical staffs of Veterans' Administration hospitals are carried out in institutions of higher education.

Activities of other independent agencies concerned with higher education or institutions of higher learning include the administrative intern programs of the Civil Service Commission, the technical-assistance program of the Economic Cooperation Administration, research studies of the Housing and Home Finance Agency, and the graduate-study leave programs for employees of the National Advisory Committee for Aeronautics.

The general services of the Library of Congress are largely concerned with higher education, particularly postgraduate research. The Library is one of the world's foremost institutions of higher learning.

Educational institutions under the Board of Education of the District of Columbia include the Wilson and Miner Teachers Colleges.

E. Activities Concerned With All Educational Levels

Federal programs concerned with education in general are few in comparison with the number concerned with specific educational levels. Most of those which deal with education at all levels do so in the sense that they include training at all levels; a few deal with institutions of elementary, secondary, and higher education. Following is a summary of the programs concerned with education in general, setting forth the different ways in which the programs deal with education at all levels.

The United States information centers and binational centers overseas sponsored by the Department of State work cooperatively with local educational institutions of all levels. The Institute of Inter-American Affairs cooperates with other American Republics in educational projects at all levels.

Training given in the Army service-school system includes courses ranging all the way from elementary to college-graduate level. Likewise, the "Army education program" embraces all levels of education. Army activities connected with the mutual defense agreement and the Army's reorientation program for the Japanese and Ryukyuan peoples, likewise, are concerned with education in general.

The "information and education program" of the Navy covers all educational levels from lowest elementary through college, with special emphasis upon teaching literacy. The off-duty educational program of the Air Force includes all levels of study.

General and vocational education for inmates of penal institutions under the Department of Justice is provided at the levels of elementary, secondary, and higher education. Instruction is given at all levels in the field police schools in which the Federal Bureau of Investigation participates.

The motion-picture instructional activities of the Bureau of Mines and instruction of settlers provided by the Bureau of Reclamation are at all educational levels.

Findings from some of the research of the Department of Agriculture are included in courses taught in elementary and secondary schools and in colleges. The work of the Extension Service of the Department of Agriculture is concerned with education in general.

Some of the activities of the land-grant colleges, part of the Federal endowment and support of which is administered by the Office of Education, Federal Security Agency, are concerned with all levels of edu-

cation. In discharging its basic statutory functions, the Office of Education serves all levels. Training of teachers and students under the international educational exchange program is carried out in institutions of higher education (for study) and elementary and secondary schools (for practice and observation). Vocational rehabilitation training for civilians, for which the Office of Vocational Rehabilitation administers grants-in-aid, covers all educational levels. Some of the work of the Public Health Service is concerned with education in general.

The international exchange service operated for the United States by the Smithsonian Institution and the exhibit and instructional programs of the National Air Museum, the National Collection of Fine Arts (as an agency), the National Gallery of Art, National Museum, and National Zoological Park contribute to education at all levels.

The general services of the Library of Congress contribute to education at all levels, as do also the maintenance by the Library of a national union catalog, and its distribution of printed catalog cards and Library technical publications. The distribution of public documents by the Government Printing Office likewise contributes to education in general.

The Board of Education of the District of Columbia administers elementary and secondary schools, and colleges. Health instruction provided clinic and hospital patients and the general public by the Health Department of the District of Columbia covers all educational levels.

IV. GEOGRAPHICAL AREAS AFFECTED

Some Federal educational activities are carried out exclusively on Federal properties, principally in the United States; others on both Federal and non-Federal properties in this country. Some of the programs are extended to or particularly affect the Territories and outlying possessions of the United States. Several of the programs are carried out in occupied areas of other countries, but a much larger number taken place in, or particularly affect, other countries in general. Following is a review of the programs from the viewpoint of the geographical areas affected.

A. Activities Exclusively or Almost Entirely on Federal Properties, Principally in the United States

While the indirect effects of activities carried out exclusively or almost entirely on Federal properties may be Nation-wide or world-wide, the effects upon the areas of the Federal properties utilized are direct and definite. This group of activities relates chiefly to the training of personnel, civilian or military. Some of the more outstanding programs (placed not too exactly in this category for the purpose of the present study) are the following:

The Army service-school system operates on Federal properties in many parts of the United States; the Army school of civilian personnel administration on Federal properties principally in the United States. Training of apprentices takes place at Army ordnance installations in the United States. The activities of the Armed Forces Information School are carried out on Federal property at Fort Slocum, N. Y.; the activities of the National War College on Federal property in Washington, D. C.

Navy training programs carried out practically entirely on Federal property include residency and intern schooling in naval hospitals, recruit training, training in special officers' schools, Marine Corps officers' schools, technical training for Marine Corps personnel, and Navy Department employee development. The Navy administers the United States Naval School of Aviation Medicine, the Armed Forces Staff College, the Naval War College, and the Naval Academy on Federal properties.

Educational activities of the Air Force carried out entirely or almost entirely on Federal properties include apprentice training and general in-service training for civilian personnel, and the Air Force medical education research program. Activities of the Department of Justice in this category include the operation of the Federal Bureau of Investigation National Academy and Federal Bureau of Investigation agent training, both of which take place on Federal property in Washington, D. C., and on the United States Marine Reservation at Quantico, Va. Employee safety training of the Bureau of Mines, Department of the Interior, and training by the Bureau of

certain foreign nationals, in cooperation with the Department of State, take place only on Federal properties.

Aviation safety standardization training of the Civil Aeronautics Administration, United States Maritime Service upgrading and specialist training, and some other educational activities of the Department of Commerce for the benefit of foreign nationals, are confined to Federal properties. The Merchant Marine Academy, the United States Maritime Service Institute, and the National Bureau of Standards Graduate School are institutions on Federal property.

The Public Health Service, Federal Security Agency, carries out entirely on Federal properties a number of its training programs, particularly the residency and intern program of the Division of Hospitals. St. Elizabeths Hospital, which operates two self-contained training programs, is located on Federal property in Washington, D. C.

Several other agencies, such as the Tennessee Valley Authority, the Interstate Commerce Commission, and the National Advisory Committee for Aeronautics, carry out in-service training programs entirely on Federal properties. Although the educational services of the Library of Congress are extended throughout the United States and to other countries, the Library is located on Federal property in Washington, D. C., where its activities are administered.

B. Activities on Federal and Non-Federal Properties in the United States

The majority of Federal educational activities are carried out on both Federal and non-Federal properties in the United States. Some of the more important activities in this classification and ways in which they involve the use of and therefore directly affect both Federal and non-Federal areas are as follows.

The educational exchange program of the Department of State utilizes educational organizations and institutions on Federal and non-Federal properties in many parts of the United States in several ways, including utilization for the training of foreign nationals. Some of the training provided by the Foreign Service Institute is carried out by other institutions on non-Federal property. Part of the educational program of the Institute of Inter-American Affairs is accomplished on Federal and non-Federal property in the United States.

The school savings program of the Department of the Treasury operates in schools throughout the Nation, relatively few of which are on Federal property.

The Army Reserve Officers' Training Corps utilizes numerous private as well as public properties in the United States, as do also the Army programs for the training of military personnel in civilian institutions, and for research and development.

Much of the training of naval officer candidates and graduate training of naval officers is carried out at civilian institutions not on Federal property. Part of the in-service training of civilian personnel of the Department of the Navy takes place on private college and university campuses and at manufacturers' plants at various points throughout the country.

Air Reserve officer training, aeronautical research for the Air Force, technical and scientific education of Air Force military and civilian

personnel, and research training for technical, scientific, and professional employees of the Air Force take place on Federal and non-Federal properties in many parts of the United States.

The Federal Bureau of Investigation participates in the operation of Nation-wide field police schools, most of which are held on the premises of the sponsoring local law-enforcement agencies. The United States Immigration Border Patrol Training School operates in quarters rented from the New Mexico State College at Las Cruces.

Several educational programs of the Department of the Interior are carried out on Federal and non-Federal properties, including the education of Indians, mine-safety training, cooperation in the activities of wildlife research units at institutions of higher learning, and departmental management training.

Much of the research of the Department of Agriculture is performed on properties belonging to the agricultural experiment stations of land-grant colleges or to other cooperating agencies. The research is conducted in all of the 48 States. The cooperative Extension Service operates in almost every locality, utilizing Federal and non-Federal properties. The federally aided national school-lunch program operates on public and nonprofit private school properties throughout the Nation.

The Federal-State program of cadet-midshipman training is carried out principally on properties of the State marine schools in California, Maine, Massachusetts, and New York. The United States Maritime Service Institute gives correspondence courses to persons in the maritime industry throughout the United States. Part of the research of the National Bureau of Standards is performed on Federal property in Washington and part on property of public and private institutions of higher learning.

The Atomic Energy Commission fellowships provide for research training at public and private institutions. The special training projects of the Commission are likewise carried out in both Federal and non-Federal areas.

The general services of the Office of Education, Federal Security Agency, deal with the Nation's schools, inclusive of all locations. Federal aid to vocational education and rehabilitation is likewise inclusively utilized. Under Public Laws 815 and 874 of the Eighty-first Congress, second session, the Office of Education operates a program of financial assistance to schools in federally affected areas often inclusive of Federal and non-Federal properties. Research fellowships of the Public Health Service provide for training and research on public and private properties.

In general the Tennessee Valley Authority administers its educational activities on both Federal and non-Federal properties in the Tennessee Valley region.

The Federal educational and vocational rehabilitation programs for veterans are among the most widespread of Federal activities, being carried out principally on non-Federal properties.

A number of other Federal educational programs likewise affect both Federal and non-Federal areas in certain States or regions, or throughout the United States.

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C. Activities in or Particularly Affecting the Territories and Insular Possessions

Many of the educational activities carried out by Federal agencies in the continental United States are extended to one or more of its Territories and insular possessions. Following is a brief review of some of the more important of these programs.

Assistance from the Department of the Treasury in establishing and promoting school-savings programs is available to all schools in Hawaii. In-service training of employees of the Bureau of Internal Revenue applies in Alaska and Hawaii.

The Army Reserve Officers' Training Corps program operates in the Territories and insular possessions. Army research and development are carried out under contract at the University of Alaska. Benefits of the Army education program are available to personnel of the Army wherever they are stationed in the Territories and outlying possessions.

Navy fleet training activities ashore are located in the Territories. The information and education program of the Navy and the activities of the Marine Corps Institute operate wherever servicemen are stationed in the Territories and insular possessions. The employee development program of the Navy operates in Alaska, Guam, the Canal Zone, Puerto Rico, and Hawaii.

The Air Force Reserve Officers' Training Corps and aeronautical research programs utilize educational institutions respectively in Hawaii and in Alaska. Air Force in-service training for civilian employees and off-duty education for military personnel are available at Air Force installations in the Territories and outlying possessions.

The citizenship education program of the Immigration and Naturalization Service covers Alaska and Hawaii. Federal Indian schools operate in Alaska. The Fish and Wildlife Service of the Department of the Interior participates in cooperative wildlife research units in Alaska. The Office of Territories provides for training of foreign nationals in Puerto Rico under the Government's Point Four program.

The Department of Agriculture carries out considerable research in the Territories and insular possessions. Hawaii, Alaska, and Puerto Rico participate in the Cooperative Agricultural Extension Service, and receive a share of Federal payments for agricultural research. The Office of Foreign Agricultural Relations provides training for foreign nationals in the Territories. The national school lunch program operates in Alaska, Hawaii, Puerto Rico, and the Virgin Islands.

The University of Puerto Rico performs research for the Atomic Energy Commission.

The Virgin Islands and all of the Territories except Alaska participate in the Federal–State vocational education program. Hawaii and Puerto Rico receive Federal grants-in-aid for the vocational rehabilitation of civilians. The Public Health Service makes grants to educational institutions in the Territories for research and teaching in the field of health.

The Veterans' Administration makes available educational and vocational rehabilitation opportunities for veterans in Alaska, Hawaii, Puerto Rico, and all the insular possessions of the United States.

The Housing and Home Finance Agency makes available loans to institutions having a demonstrable defense connection in the Territories and possessions. Through regional libraries in the United States the Library of Congress makes available the loan of books for the adult blind in the Territories and insular possessions.

D. Activities in Occupied Areas of Other Countries

At least eight Federal departments and independent agencies operate educational programs in or in relationship with the local governments of occupied areas of other countries. Some of these activities are conducted exclusively in or in relationship with such areas; others are programs broadly inclusive of such areas, or extended from the continental United States to them.

Included among the geographical areas covered by the educational programs of the Division of Overseas Information Centers of the Department of State are the occupied areas of Germany and Austria. Important training activities of the Federal Government connected with the mutual defense assistance program are carried out in occupied Germany. Benefits of the "Army education program" are available to troops in occupied areas. The Department of the Army's reorientation program for Japanese and Ryukyuan peoples operates in Japan and the Ryukyus Islands.

Some of the Navy's fleet training activities ashore are carried out in occupied areas. The Navy "information and education" and Marine Corps Institute programs operate in these areas. Besides military training the Air Force provides off-duty educational activities for its military personnel and in-service training for its civilian personnel in occupied areas.

The Immigration and Naturalization Service of the Department of Justice provides correspondence courses for field personnel in occupied areas.

As a part of the international educational exchange activities, the Office of Education, Federal Security Agency, and the Departments of State and the Army carry out programs for the exchange of teachers and trainees specifically with occupied areas of Germany and Austria, and with Japan and the Ryukyus Islands.

The Veterans' Administration makes available educational opportunities for veterans in occupied areas. In-service training of the Economic Cooperation Administration is carried on in these areas.

E. Activities in or Particularly Affecting Other Countries as a Whole

The majority of Federal departments and independent agencies carry out some educational activities in other countries or perform services involving relations with other countries. Many of these activities are a part of, or are connected with, educational programs principally administered by the Office of Educational Exchange, the Office of International Information, the Institute of Inter-American Affairs, or the Technical Cooperation Administration. All of these are within the Department of State.

The educational exchange program operates in about 60 foreign countries, in all parts of the world. Various educational activities

administered by the Division of Overseas Information Centers of the Department of State operate in about 80 foreign countries besides the occupied areas of Germany and Austria. Educational films are used to promote the United States informational and educational exchange program in many foreign areas. The Institute of Inter-American Affairs cooperates with other American Republics in educational projects throughout Latin America.

Training activities carried out by the Departments of State and Defense in connection with the mutual defense assistance program affect all of the countries participating in the program. The Army education program operates wherever Army servicemen are stationed in other lands. Some of the students in Army service schools are detailed from other countries. Benefits of the Navy information and education program and courses administered by the Marine Corps Institute are available wherever naval personnel are stationed in other countries. Two universities performing research for the Air Force are in Canada. Air Force technical training operates in England; the Air Force off-duty educational program wherever Air Force are stationed in other countries.

Training given foreign nationals by the Bureau of Reclamation, Geological Survey, and Office of Territories of the Department of the Interior, and other agencies presumably affects the native countries of the trainees. The Office of Foreign Agricultural Relations of the Department of Agriculture has authority to train foreign nationals in countries other than the United States where circumstances are more favorable, such as for training in tropical agriculture. Several of the agencies of the Department of Commerce, namely the Bureau of Public Roads, Bureau of the Census, Civil Aeronautics Administration, Maritime Commission, National Bureau of Standards, Office of Business Economics, United States Coast and Geodetic Survey, and the Weather Bureau cooperate in providing training for foreign nationals affecting other countries.

The Atomic Energy Commission provides fellowships at educational institutions in several other countries. The international exchange program which the Office of Education, Federal Security Agency, operates for teachers and students likewise affects educational institutions abroad. Research grants of the Public Health Service are made to educational institutions in many parts of the world.

The Bureau of American Ethnology, Smithsonian Institution, engages in research in other countries, and the advisory services of some of the other constituent agencies of the Institution extend to many foreign lands. The International Exchange Service administered by the Smithsonian Institution for the United States affects practically all geographical areas of the world.

The Veterans' Administration utilizes educational institutions in many foreign countries for the provision of educational benefits for veterans.

Educational activities of other agencies carried out in or particularly affecting foreign countries include the in-service training and technical assistance programs of the Economic Cooperation Administration, training of foreign nationals by the Federal Communications Commission and by the Bureau of the Budget, and services rendered by the Library of Congress to scholars and to many governments throughout the world.

V. TYPES AND NUMBERS OF PERSONS AFFECTED

As a whole, Federal educational activities directly or indirectly affect the entire population of the United States, its Territories and insular possessions, and many peoples in other lands. Many of the programs, however, chiefly affect only special groups or types of persons. Important special groups affected are (1) members of the Armed Forces, (2) Federal civilian personnel, (3) veterans, (4) Indians or other native ethnic groups, and (5) foreign nationals. Some of the programs are for other special groups or types of persons, and some are for the benefit of the national citizenry in general. The number of persons directly affected by the different programs varies widely, ranging all the way from a single individual to millions of people. Following is a review of the activities from the viewpoint of the types and numbers of persons affected.

A. Programs for the Benefit of Members of the Armed Forces

A large percentage of the Federal educational programs operates for the benefit of members of the Armed Forces. These activities are concentrated in the Departments of Army, Navy, and Air Force. A few programs of other agencies particularly affect members of the Armed Forces, and many of the activities of other agencies are for the benefit of the Armed Forces as well as for other population groups.

Since practically all of the educational programs of the Department of Defense excepting those specifically for civilian personnel are for the benefit of the Armed Forces, it seems necessary, for the purpose of this summary, only to name some of the more important of these activities and institutions. Several of these operate partly for the benefit of Federal civilian personnel or other groups, but are principally for members of the Armed Forces. Included are:

Joint service schools—the Armed Forces Institute, the Industrial College of the Armed Forces, the National War College, the Armed Forces Information School, the Naval War College, and the Armed Forces Staff College.

Army activities and institutions—language and area training, extension-course program, service-school system, the United States Military Academy, the Reserve Officers' Training Corps program, training of military personnel in civilian institutions, research at educational institutions, the "Army education program," and provision for the education of dependents in other countries.

Navy activities and institutions—naval air technical training, medical training, Naval School of Aviation Medicine, naval service schools, fleet training, "information and education" program, the United States Naval Academy, training of officer candidates at civilian institutions, recruit training, the Marine Corps Institute, Marine Corps officers' schools, provision for the education of dependents in other countries, and research at educational institutions.

Air Force activities and institutions—technical training, scientific education at civilian colleges and universities, the Air University, medical education, Air Force Reserve Officer Training Corps program, provision for the education of dependents in other countries, research and development at educational institutions, off-duty educational program.

The Foreign Service Institute of the Department of State gives training to some members of the Armed Forces, as does the Bureau of Public Roads of the Department of Commerce. The United States Coast Guard, Department of the Treasury, operates the United States Coast Guard Academy to train officers who, at least in time of war, are members of the Armed Forces. Members of the Armed Forces particularly benefit from the program of aid administered by the Office of Education, Federal Security Agency, under Public Laws 815 and 874, Eighty-first Congress, second session, for schools in federally affected areas. The Public Health Service gives training to its commissioned officers, who in time of war are considered members of the Armed Forces. During World War II members of the Armed Forces especially received benefits from schools constructed by the Federal Government in war-impacted communities. Dependents of members of the Armed Forces constitute a large percentage of the enrollment in schools operated for white children in the Canal Zone.

An example of an educational activity operating for the benefit of the Armed Forces as well as for other population groups is the general service of the Library of Congress, a considerable part of which goes to Army, Navy, and Air Force officers and enlisted men. Altogether, these activities benefit the entire personnel of the Armed Forces.

B. Activities for the Benefit of Federal Civilian Personnel

In-service training is the principal constituent of Federal educational activity for the benefit of civilian employees of the Government. Most of the departments and independent agencies operate some sort of in-service training programs. There are, however, other programs which are operated at least partly for the benefit of Federal civilian employees.

Among departments and agencies operating in-service training programs for civilian employees are—

- Department of State
- Bureau of Customs (Department of the Treasury)
- Bureau of Internal Revenue (Department of the Treasury)
- Department of the Army
- Department of the Navy
- Department of the Air Force
- Federal Bureau of Investigation (Department of Justice)
- Immigration and Naturalization Service (Department of Justice)
- Bonneville Power Administration (Department of the Interior)
- Bureau of Mines (Department of the Interior)
- Department of Agriculture
- Bureau of Public Roads (Department of Commerce)
- Maritime Administration (Department of Commerce)

National Bureau of Standards (Department of Commerce)
Weather Bureau (Department of Commerce)
Department of Labor
Atomic Energy Commission
Public Health Service (Federal Security Agency)
Tennessee Valley Authority
Veterans' Administration
Civil Aeronautics Board
Economic Cooperation Administration
Federal Communications Commission
Interstate Commerce Commission
National Advisory Committee for Aeronautics
Reconstruction Finance Corporation
Central Intelligence Agency
Government Printing Office
Health Department of the District of Columbia

The programs of the agencies listed vary widely in nature and scope. A number of other Federal agencies carry out in-service training activities of varying degrees of formality. Much of the training is available only to selected employees, or deals only with certain duties of employees. Some of the agencies utilize colleges or universities for part or all of the training, either by contract or by the provision of fellowships or scholarships. Programs of some of the agencies provide training also for employees of other Federal agencies.

Besides activities partaking of the nature of in-service training, several other Federal educational programs particularly benefit Federal civilian employees.

The program of aid to federally affected school districts administered by the Office of Education, Federal Security Agency, under Public Laws 815 and 874, Eighty-first Congress, second session, especially benefits dependents of Federal employees in numerous and widely dispersed localities.

The Atomic Energy Commission provides free public education for dependents of its employees at certain atomic-energy installations. The Army, Navy, Air Force, and other Federal agencies provide for the education of dependents of their civilian employees in foreign countries.

Among Federal educational institutions operated at least partly for the benefit of Federal civilian employees are the Foreign Service Institute, the Industrial College of the Armed Forces, the National War College, the Federal Bureau of Investigation National Academy, the Department of Agriculture Graduate School, and the National Bureau of Standards Graduate School.

The numbers of civilian employees benefiting from Federal educational programs differ widely from agency to agency. Altogether these activities affect a large percentage of all Federal civilian personnel.

C. Programs for Veterans, Indians, Foreign Nationals, and Other Special Groups

Some Federal educational programs operate particularly for the benefit of veterans, Indians, foreign nationals, and other special groups. The programs for veterans are very important from the

viewpoint of number of persons receiving benefits, cost to the Government, effects upon educational institutions and other considerations.

The average number of veterans in training under the veterans' education program during the year ended June 30, 1950, was about 1,991,000. Of these, 613,000 were attending institutions of higher learning; 809,000 were in schools below the college level; 263,000 were in job training, and 306,000 were receiving institutional on-farm instruction. In addition, by the close of the fiscal year 1950 over 500,000 veterans had received educational benefits under the veterans' rehabilitation program. Of these, about 250,000 had been declared rehabilitated.

Veterans also benefit directly from the program of medical education provided by the Veterans' Administration for the professional and technical staffs of Veterans' Administration hospitals. They also benefit from the attendant intern- and nurse-training programs at St. Elizabeths Hospital in the District of Columbia, since veterans constitute one of the special groups eligible for treatment at this institution.

Many thousands of veteran employees of Federal agencies are of course included in groups receiving in-service training in those agencies. Former servicemen who are war veterans are also eligible for benefits under the "Army education program," operated principally for Army military personnel.

About 1,200,000 veterans received benefits under the veterans' educational facilities program authorized by Public Law 697, Seventy-ninth Congress. This provided war-surplus facilities to educational institutions engaged in the training of veterans.

The educational programs for the benefit of Indians and other native ethnic groups is concentrated in the Bureau of Indian Affairs, Department of the Interior. The Bureau provides education for Indian, Eskimo, and Aleut children of one-fourth or more native blood, residing on nontaxable land, and having parents who maintain tribal relations. In the fiscal year 1950, education was furnished more than 36,000 such children in schools operated by the Bureau, which participated in providing for over 31,000 others in public schools.

The Fish and Wildlife Service, Department of the Interior, provides for the education of the resident Aleut population of about 500 persons on the Pribilof Islands. Prior to July 1, 1951, the Department of the Navy provided for the education of the native population on islands of the trust territories, American Samoa, and Guam. This responsibility now rests in the Department of the Interior. Representing one of the special groups eligible for treatment at St. Elizabeths Hospital in the District of Columbia, Indian patients at that institution benefit from the training programs for its staff.

Training of foreign nationals under the United States information and educational exchange program is scattered throughout the Government. In considering benefits to foreign nationals as individuals under this program, it is important to bear in mind that it is operated for the purpose of aiding friendly nations as a whole, promoting international good will, and attaining other broad objectives. The individuals obtain knowledge which they are expected to impart to their countrymen or utilize for the benefit of their respective nations as a whole.

During the fiscal year 1950, 7,873 foreign nationals received direct benefits under the educational exchange program, administered principally by the Department of State. Educational projects carried out by the Institute of Inter-American Affairs in cooperation with other American Republics affected an estimated 4,000,000 students and 100,000 teachers and school administrators in other countries in the Western Hemisphere. About 700 grants have been made to foreign nationals for training under the Point Four training program of the Technical Cooperation Administration.

Among Federal departments and agencies operating important educational programs for foreign nationals are the Departments of State, Defense, Interior, Agriculture, Commerce, Labor, the Federal Security Agency, the Displaced Persons Commission, the Economic Cooperation Administration, the Housing and Home Finance Agency, and the Bureau of the Budget.

Other special groups particularly affected by certain Federal educational programs are teachers and students in schools, colleges and universities, engineers, miners, farmers, settlers in the Tennessee Valley, meteorologists, maritime workers, skilled labor in general, Negroes, hospital patients, law-enforcement officers, physicians and health workers, and persons seeking American citizenship.

D. Activities for the Benefit of the National Citizenry in General

In a sense, Federal educational programs as a whole might be said to be in the interest of the entire national citizenry, since the entire population of the country generally derives some direct or indirect benefit. In the case of certain activities restricted to special groups, however, the benefit accruing to the general population may be slight as well as indirect. It might even be contended that these activities are carried out for the benefit of certain groups at the expense principally of others.

On the other hand, some of the activities of Federal agencies are aimed directly at benefits to the whole Nation, or to segments of the population so large as to include practically everyone. For example, the basic statutory function of the Office of Education, Federal Security Agency, calls for service to the whole citizenry, affecting the life of practically every person during his school years. Similarly the Federal-State program of vocational education makes available training for any person who by virtue of having chosen an occupation or being employed in an occupation can profit by the instruction.

The numerous Federal research programs carried out under contract or cooperative agreement with colleges and universities are aimed rather directly at benefits to the whole population. For example, although research in the marketing of agricultural products may primarily help the farmer, it is designed to benefit all producers and consumers of agricultural products. To the extent that the educational work of the Soil Conservation Service is used to promote conservation of the Nation's soil and water resources, it benefits the whole national citizenry.

Several educational programs of the Public Health Service seek to improve the health and length of life of the population in general. The results of in-service training of professional employees of the

Food and Drug Administration benefit the entire citizenry to the extent that they develop competence in dealing with problems affecting the interests of consumers of articles regulated by the Food, Drug and Cosmetic Act.

Certain educational activities of the Department of State in other countries seek to benefit the whole population of the United Sates by counteracting the influence of communism in the countries affected, and by achieving other national objectives.

While the educational programs of the Department of Defense bring direct benefits to military and civilian personnel of the Department, they also strengthen the defense of the Nation.

Other programs carried out largely for the entire Nation or for very large segments of the population include the school savings program of the Department of the Treasury, highway research projects conducted by colleges and universities for the Bureau of Public Roads of the Department of Commerce, and the fellowship program of the Atomic Energy Commission for graduate students and scientific investigators.

VI. ANALYSIS OF THE PROGRAMS BY AGENCIES

A. Activities of the Executive Departments

1. DEPARTMENT OF STATE

a. Office of Educational Exchange

(*1*) *Activity: Educational exchange program, involving cooperation with other countries in the interchange of persons, knowledge, and skills*

Method of administration.—The Department of State administers the educational exchange program of the Federal Government in cooperation with a number of public and private agencies, selected because of their competence in particular exchange matters. The methods of administration under these arrangements are as follows:

The United States Office of Education (under a working-fund agreement) and the Institute of International Education, the National Academy of Sciences, and the American Council on Education (under contract arrangements) assist the Department in disseminating information about student, teacher, lecturer, and research-scholar exchanges. These organizations receive, review, and recommend applications, provide placement and counseling services, and in some cases disburse payments under grants. In addition, the American Council on Education administers the program of aid to American-sponsored schools in Latin America, disburses cash grants to selected schools and provides educational materials, professional services, and advice.

The American Book Publishers, Inc., and 23 American colleges and universities assist the Department, under contract arrangements, in administering special projects for German specialists, leaders, and students. The services of these groups include the planning of specialized study projects, conducting tours of observation, arranging details of housing and transportation, and carrying out other duties related to the general supervision and execution of specific projects. The American Farm Bureau Federation, American Field Service, and the American Friends Service Committee assist the Department, also under contract arrangements, in administering projects for German secondary-school students. Their services include the placement of these grantees in high schools in typical American communities, selection of families with whom students will live, counseling and guidance of students, disbursing payments for maintenance, tuition, et cetera, and encouraging private support for the program.

The Department of Agriculture, Bureau of the Budget, Federal Security Agency, and the Housing and Home Finance Agency assist the Department, under working fund agreements, in arranging training programs and tours of observation for foreign leaders and specialists.

In addition to supervising the exchange activities of these groups, the Department of State directly administers leader, specialist, and lecturer projects under Public Law 402, Eightieth Congress, and Public Law 265, Eighty-first Congress, and administers generally all programs, including the planning, conduct, and evaluation of exchange programs, the processing and selecting of grantees, issuance of awards, and disbursing payments under the grants.

Levels of education concerned.—The program is concerned with college graduate and undergraduate students, except in the case of special programs with Germany and Austria under which secondary-school students participate; primary- and secondary-school teachers; university lecturers and advanced research scholars; specialists and leaders of thought and opinion.

Geographical areas affected.—During the 1950 fiscal year, this program was carried out in the United States and the following foreign countries: Afghanistan, Australia, Argentina, Belgium and Luxemburg, Bolivia, Burma, Brazil, Ceylon, Chile, China, Colombia, Costa Rica, Cuba, Denmark, Dominican Republic, Ecuador, Egypt, El Salvador, Finland, France, Germany, Greece, Guatemala, Haiti, Honduras, Iceland, Indochina, India, Indonesia, Iran, Iraq, Israel, Italy, Korea, Lebanon, Liberia, Mexico, Nepal, Nicaragua, Netherlands, New Zealand, Norway, Pakistan, Panama, Paraguay, Peru, Philippines, Saudi Arabia, Portugal, Sweden, Switzerland, Syria, Turkey, Thailand, Union of South Africa, United Kingdom, Uruguay, and Venezuela.

Institutions of higher education utilized by the Department in carrying out the exchange of persons program during the 1950 fiscal year, and the amount of Federal money granted or transferred to each, by States, were as follows:

California (Stanford University)	$19,050
California (University of Southern California)	20,414
Colorado (University of Denver)	16,025
Connecticut (Yale University)	23,000
District of Columbia (Georgetown University)	19,500
Illinois (University of Chicago)	47,539
Illinois (Northwestern University)	29,400
Indiana (Indiana University)	20,850
Iowa (Iowa State College)	5,836
Massachusetts (Harvard University)	23,000
Michigan (Michigan State College)	54,578
Michigan (University of Michigan)	35,300
Minnesota (University of Minnesota)	10,505
Missouri (University of Missouri)	27,255
Missouri (Washington University)	21,627
New York (Columbia University)	111,400
New York (Cornell University)	19,280
North Carolina (Duke University)	20,970
North Carolina (University of North Carolina)	20,000
Texas (Texas Technological College)	20,550
Texas (University of Texas)	15,850
Virginia (University of Virginia)	29,504
Wisconsin (University of Wisconsin)	27,400

Number and types of persons affected.—This program benefits selected citizens of the United States and selected citizens of the 58 other countries participating. The number and types of persons who received benefits during the fiscal year 1950 were as follows:

	Foreign	American
Students	6,111	654
Teachers	172	157
Lecturers	98	132
Research scholars	166	121
Leaders and specialists	1,326	185
Total	7,873	1,249
Total number receiving benefits		9,122

(2) *Activity: Integrated world-wide program including the operation of United States information centers and binational American centers; English-teaching programs; translations of representative American books; and special projects for special needs*

Method of administration.—This program is administered directly by the Division of Overseas Information Centers of the Department of State through the Department's overseas diplomatic and consular posts. Assistance to binational centers overseas also is administered by the Division of Overseas Information Centers, but local operation of each binational center is administered cooperatively by binational boards of directors composed of resident United States citizens and nationals of the host country. The binational centers are chartered as private, nonprofit, organizations under the laws of the country in which they are located.

The English-teaching, translations, and other special programs are administered directly by the Division of Overseas Information Centers, but utilize the facilities of private, nonprofit organizations in the United States under contract to conduct certain phases of these programs.

Levels of education concerned.—Many of the programs administered by the Division of Overseas Information Centers indirectly utilize the facilities of higher educational institutions in the United States. The binational-centers program utilizes the services of the American Council on Education under contract. The English-teaching program utilizes the facilities of the American Council of Learned Societies in developing new texts and materials for the teaching of American English abroad. Other educational institutions or agencies under contract include the Association of American University Presses, the Association for Childhood Education International, and Teachers College of Columbia University.

In addition, the United States information centers and the binational centers overseas work cooperatively with local educational institutions of all levels. The centers often provide library materials and other nonfinancial assistance to these institutions. English-teaching texts and materials are donated to local schools where possible. Special book collections and translations of United States books also are donated to many foreign educational institutions.

The programs are therefore concerned with all levels of education.

Geographical areas affected.—The programs administered by the Division of Overseas Information Centers operate in some 83 foreign countries, including the occupied areas of Germany and Austria. These countries do not include Territories or outlying possessions of the United States. Educational institutions and organizations in various parts of the United States are also affected.

Number and types of persons affected.—The programs are operated for the benefit of the whole citizenry of the foreign countries concerned. Annual attendance at the overseas information centers and binational centers totals more than 25,000,000 per year. It is impossible to estimate the numbers of persons affected by other phases of the Division's programs, such as translations or special projects.

b. Office of International Information

(*1*) *Activity: Use of motion pictures in furthering the United States information and educational exchange program*

Method of administration.—The International Motion Pictures Division of the Office of International Information directly administers this activity. In implementing the program, the Division produces and acquires motion pictures for showing in theaters and before community groups and organizations abroad. Some of the films are obtained by purchase from universities and other educational institutions.

Levels of education concerned.—The International Motion Pictures Division utilizes certain films on needed subjects produced by institutions of higher education. The program is concerned with education at all levels.

Geographical areas affected.—The educational films are shown in many foreign countries.

Number and types of persons affected.—As a part of the general informational and educational program these films are shown for the direct benefit of various intellectual, educational, religious, scientific, labor, political, and other special group audiences in foreign countries as their interests are made known and served thereby. At the universities and colleges supplying films to the International Motion Pictures Division, the number of students and faculty members affected probably would be limited to those actually engaged in or directing the film productions.

(*2*) *Activity: Program evaluation service of the international broadcasting program carried out with the aid of certain universities*

Method of administration.—The activity is a service provided by the respective universities under contract with the Department of State. Personnel of the Program Evaluation Branch of the Division of International Broadcasting are responsible for and provide general supervision for the studies.

Levels of education concerned—These are research projects carried out by the universities and are therefore associated with higher education.

Geographical areas affected.—Federal payments to institutions under contract for this activity during the fiscal year 1950, namely, Columbia University and New York University, both of which are in New York State, amounted to $35,750. It is necessary for the uni-

versities to carry out a certain amount of research in the areas provided for under the contracts, i. e., along the Soviet periphery and in Germany.

Number and types of persons affected.—The program is for the benefit of the whole citizenry since the purpose is to provide information to improve the broadcast of the Voice of America and thus counteract the influences of communism in the countries affected.

c. Office of Personnel

Activity: Departmental and foreign service training in the Foreign Service Institute

Method of administration.—The Department of State, through its Office of Personnel (of which the Foreign Service Institute is a part), directly administers training at the institute under applicable rules and regulations and in accordance with laws governing the functions of the institute. Training of departmental and Foreign Service personnel outside the institute is administered principally by the institute, with the services of universities and other outside private agencies provided through contract.

Levels of education concerned.—The program ranges from low clerical training at about the secondary-school level to university graduate work and includes basic and technical instruction on departmental policies and regulations, advanced officer training in substantive and administrative fields, and specialized language and area courses at chosen universities.

Geographical areas affected.—The program affects all geographical areas, since employees trained for the Foreign Service are assigned to all areas. The training is carried out on Federal properties in the United States, on Foreign Service posts abroad, and at various universities in the United States. The number of contracts with universities for training varies from year to year. None was in effect during the fiscal year 1950.

Number and types of persons affected.—During the fiscal year 1950 training was provided persons of the following classes and numbers: Federal civilian and Foreign Service employees of the Department of State, 3,730; Armed Forces, 211; Foreign Service officers and Foreign Service staff officers on specialized training at 10 leading universities, 42; at the Naval War College, 1; and at the War College, 18.

d. The Institute of Inter-American Affairs

(1) *Activity: Cooperation with other American Republics in educational projects*

Method of administration.—In administering this program the Washington Office of the Education Division of the Institute of Inter-American Affairs gives general policy direction, supervision and service to the "field parties." Each "field party," composed of several education specialists under the direction of a chief of field party, operates with a wide degree of autonomy within general policy limitations, through a special bureau established in a ministry of education, which includes both North American and Latin American technicians.

Levels of education concerned.—The program deals with elementary (especially rural) education; vocational education, which is usually

on the secondary-school level; and general teacher-training for elementary and vocational education, such teacher-training usually being carried on at the equivalent of the United States secondary-school level.

Geographical areas affected.—The program is entirely carried out in Latin America, except for certain activities in the United States concerned with training and the supplying of materials.

Number and types of persons affected.—The activities are for the benefit of the peoples of the cooperating countries. In effect, the entire population of each cooperating country is included in the benefits, since the object is to assist in raising the national level of education and of living standards. More directly, the work affects an estimated total of some 4,000,000 students in elementary, vocational, and normal schools, and approximately 100,000 teachers, school administrators, and government officials concerned with educational administration.

(*2*) *Activity: Institute of Inter-American Affairs training program*

Method of administration.—The Institute of Inter-American Affairs directly administers this program in cooperation with Latin American ministers of education.

Levels of education concerned.—The principal fields of specialization have been elementary (especially rural) education; vocational education, mostly on the secondary-school level; and teacher-training for elementary and vocational education.

Geographical areas affected.—Under this program during the fiscal year 1950 Latin-American educators studied in the United States in the following States: California, Colorado, Delaware, Illinois, Indiana, Minnesota, Massachusetts, Maryland, Michigan, North Carolina, New Hampshire, New Mexico, New York, Tennessee, Pennsylvania, and Vermont, and in Washington, D. C. Some also studied in Puerto Rico. In the other American Republics educators are trained under the guidance of the United States and national technicians carrying on the cooperative program.

Number and types of persons affected.—Although the number of individuals trained from each of the countries where there are cooperative programs totaled only 35 in the fiscal year 1950, the number and types of persons affected is great. This is because of the selection of the individuals to be trained who, upon returning to their home countries, actively engage in the training of the local teachers, who in turn spread their knowledge in the public schools.

e. The Technical Cooperation Administration

Activity: Point Four training program[1]

Method of administration.—This program is administered by the Technical Cooperation Administration of the Department of State, utilizing the services of a large number of other Federal agencies including the Departments of Agriculture, Commerce, Interior, and Labor, and the Federal Security Agency. Training facilities are also provided in some cases by contract with land-grant colleges and other educational institutions. The entire technical cooperation program

[1] Not reported in part 3 of this study because not in operation at the time of preparation of that part.

of which training in the United States is one aspect is carried out in cooperation with foreign governments, 32 of which had signed agreements as of October 1, 1951.

Levels of education concerned.—This program is concerned primarily with technical training, especially in-service training in government agencies and in private enterprises generally at the levels of secondary and higher education. Colleges and universities are utilized to some extent.

Geographical areas affected.—Training facilities are used in many parts of the continental United States and in Puerto Rico, involving contracts made with State institutions in the fiscal year 1951. The program was not in operation during the fiscal year 1950.

Number and types of persons affected.—This program is for the benefit of citizens of the underdeveloped countries of the world participating in the technical cooperation program. Approximately 700 grants for training in the United States have been made. It is intended that the benefits of this program will be spread from these trainees to the entire populations of their countries.

2. DEPARTMENT OF THE TREASURY

a. Bureau of Customs

Activity: Operation of the United States Customs In-Service Training School at New York City

Method of administration.—This school is administered directly by the Treasury Department, Bureau of Customs, under the supervision of the collector of customs at New York. A training officer and assistant training officer guide the classroom instruction, which consists of a combination of lectures and discussions of practical problems. Instructors illustrate and demonstrate actual work, issuing to students specimen documents and other material used by Customs officials. Typical records are borrowed from the files, and actual pier conditions are simulated in the classroom.

Levels of education concerned.—The school consists solely of in-service training, not earmarked as being of any particular level; however, the instruction is generally at the levels of secondary and higher education.

Geographical areas affected.—This program is carried on at the port of New York only. Classroom instruction is held in the customhouse, and operational training is accomplished on the docks and piers within that port.

Number and types of persons affected.—The school is exclusively for Federal civilian employees of the office of the collector of customs at New York. During the fiscal year 1950, 293 employees were trained in the various aspects of the customs inspectional duties, and, in addition, 904 were trained in the use of firearms.

b. Bureau of Internal Revenue

Activity: In-service training for employees in the Bureau of Internal Revenue

Method of administration.—The training courses are initiated and designed by the Training Division for the exclusive use of the employees in the internal revenue service. These activities of the Training Division are administered directly by the Bureau.

Levels of education concerned.—The highly specialized program of the Training Division is built around the Federal tax laws and relates to the duties performed by employees of the Bureau. While the educational level of the instruction is not specifically fixed, it is generally within the range of secondary and higher education.

Geographical areas affected.—The training is available to all employees in the internal revenue service throughout the United States, Hawaii, and Alaska. These employees are stationed at more than 2,400 posts of duty.

Number and types of persons affected.—The courses are restricted to the employees in the internal revenue service. As of December 31, 1950, there were 25,682 employees enrolled for correspondence courses.

c. United States Coast Guard

(*1*) *Activity: Operation of the United States Coast Guard Academy*

Method of administration.—The Academy is administered under the general supervision of the Secretary of the Treasury. Direct administration is in the hands of the Superintendent, who is a commissioned officer of the Coast Guard appointed by the Commandant of the Coast Guard to serve under his direction. An advisory committee consisting of not more than seven persons of distinction in education and other fields relating to the work of the Academy is appointed by the Secretary for the purpose of examining the course of instruction and advising the Commandant regarding it.

Levels of education concerned.—The Academy is accredited by the Engineers' Council for Professional Development as an institute of general engineering at the level of higher education, and awards a degree of bachelor of science upon the successful completion of the 4-year course.

Geographical areas affected.—The activity is conducted on Federal property in New London, Conn. During the summer months the training is continued for the first and third classes on board Coast Guard vessels, which visit numerous ports in European and North African countries, and the Caribbean Islands.

Number and types of persons affected.—The program is primarily to train young men to become commissioned officers in the Coast Guard, and to perform the military duties necessary in carrying out the statutory responsibilities of the Coast Guard as a member of the Armed Forces. The cadet corps numbers approximately 500.

(*2*) *Activity: Operation of the United States Coast Guard Training Station at Groton, Conn.*

Method of administration.—The training station is administered under the general supervision of the Secretary of the Treasury with direct supervision by the commanding officer, who is appointed by the Commandant of the United States Coast Guard.

Levels of education concerned.—The program at the training station includes activities at the levels of both secondary and higher education. It includes secondary school subjects such as typing, shorthand, and accounting, as well as technical training in radio, electronics, gunnery, et cetera.

Geographical areas affected.—The activity is conducted on a tract of land at Avery Point, Conn., donated by the State of Connecticut to the United States Coast Guard.

Number and types of persons affected.—The purpose of the training station is to teach members of the Coast Guard the basic and technical skills required for the performance of their assigned duties in this component member of the Armed Forces. Students from foreign countries, sponsored by their respective governments through the Department of State or the International Institute of Education in New York City, are accepted from time to time for training in specialized fields. The student capacity of the training station is 2,000.

(*3*) *Activity: Provision for advanced and specialized training of Coast Guard officers*

Method of administration.—The training of Coast Guard officers in postgraduate courses is on a contract basis with educational institutions. The educational institutions exercise direct supervision over the training.

Levels of education concerned.—This activity utilizes institutions at the higher educational level.

Geographical areas affected.—The institutions are located in a number of States. Contract payments for the fiscal year 1950 were as follows, by States:

Alabama (Dale Carnegie Institute)	$99.00
California (University of California, $565; Scripps Institute of Oceanography, $640; Leland Stanford University, $1,514)	2,719.00
Connecticut (Harriman law refresher course, $50; University of Connecticut, $22.50; New London Junior College, $64.50; Dale Carnegie Institute, $192)	329.00
District of Columbia (Benjamin Franklin University, $296.50; Berlitz School of Languages, $787; Dale Carnegie Institute, $875; Nacrelli bar exam course, $180; bar exam fees, $75; George Washington University, $2,224.50; Department of Agriculture, $222.25; Southeastern University, $76)	4,706.25
Florida (University of Miami, $284.25; McClelland Institute, $1,652.25)	1,936.50
Illinois (La Salle Extension University, $684.50)	684.50
Maryland (Baltimore Institute, $291; Montgomery Junior College, $82.50; University of Maryland, $34)	407.50
Massachusetts (Massachusetts Institute of Technology, $13,595; Boston College, $150; Burdett College, $75; Harvard University, $1,635)	15,455.00
Michigan (University of Michigan)	104.00
Missouri (Washington University, $75; University of St. Louis, $40)	115.00
New York (Columbia University, $117; Berlitz School of Languages, $285; Dale Carnegie Institute, New York, $60; Dale Carnegie Institute, Buffalo, $192; Rensselaer Polytechnic Institute, $370)	1,024.00
Ohio (Northwest Ohio Institute)	115.00
Pennsylvania (University of Pennsylvania)	1,085.00
Washington (Dale Carnegie Institute, Seattle)	79.00
Total [1]	28,858.75

[1] Does not include cost of books and other miscellaneous fees.

Number and types of persons affected.—The number of officers trained annually is approximately 45.

d. United States Savings Bonds Division

Activity: School savings program; operating through elementary and secondary schools, public and private

Method of administration.—The school savings program is promoted by the Education Section of the Savings Bonds Division. The headquarters staff consults frequently with a committee of representa-

tives from educational organizations and agencies, such as the National Education Association and the United States Office of Education. State staff members confer with representatives of education at the State level, make personal and mail contacts with school administrators, explain the program to State and local teachers' meetings, and service the schools with teaching-aid materials.

Levels of education concerned.—The program operates in public and private elementary and secondary schools.

Geographical areas affected.—Materials developed by the Education Section and assistance of National and State staff members in establishing school savings programs are available to schools in all States, the District of Columbia, and the Territory of Hawaii.

Number and types of persons affected.—The program is for the benefit of approximately 1 million elementary and secondary teachers, their 30 million pupils, and indirectly the parents of these pupils.

3. DEPARTMENT OF DEFENSE—ARMY

a. Joint Service Schools

(1) Activity: Educational program of the Armed Forces Institute

Method of administration.—This activity is administered directly by the Department of Defense, Armed Forces Information and Educational Division, and is under the operational control of the United States Armed Forces Institute. Funds are received by the Armed Forces Information and Education Division from Department of the Army appropriations and in turn allocated to the director of the Institute. The Institute provides a correspondence school making available civilian educational opportunities for all members of the Armed Forces. The service includes provision of group study classes organized by local commanders, instructors' aids, reference books and material and testing service.

Levels of education concerned.—All levels of education are represented in the program.

Geographical areas affected.—The program is carried out on Federal properties in the United States, its Territories and possessions, and in occupied and other areas throughout the world.

Number and types of persons affected.—The program is for the benefit of the Armed Forces. During the fiscal year 1950, 146,183 service personnel were enrolled in one or more courses of the Institute.

(2) Activity: Operation of the Industrial College of the Armed Forces for officer personnel and civilians

Method of administration.—The activity is administered by the Joint Chiefs of Staff through the Departments of Army, Navy, and Air Force. Students are selected from members of the Armed Forces and civilians. The Department of the Army handles administrative and fiscal maintenance of the school. Instruction is in the form of study of assigned problems, lectures by staff members and outside experts, seminars, research, consultation with specialists, and written and oral reports.

Levels of education concerned.—The program for the most part pertains to the higher educational level.

Geographical areas affected.—The activity is carried out on Federal properties in the United States. Field economic mobilization courses are given at major urban centers throughout the United States.

Number and types of persons affected.—The program is for the benefit of the Armed Forces and civilian Federal agencies having important defense missions. During the fiscal year 1950, 3,762 students received instruction, of whom 3,642 attended short courses and 120 the complete course. The student body was comprised of Regular and Reserve officers of the Armed Forces (2,090) and civilians (1,672).

(*3*) *Activity: Operation of the National War College for officer personnel*

Method of administration.—The activity operates under supervision of the Joint Chiefs of Staff with administrative responsibility delegated to the Department of the Army. Funds are allocated to the Institution by the Department of the Army with costs chargeable to other Federal agencies on the basis of their representation in the student body. Students are selected on a highly competitive basis. The class is a group of mature men gathered to study, do research, and exchange views on their experience and knowledge. Exchange of experience and knowledge is affected by lectures, seminars, and committee studies.

Levels of education concerned.—The program pertains to higher education at the graduate levels.

Geographical areas affected.—The program is carried out principally on Federal property in Washington, D. C.

Number and types of persons affected.—The program is for the benefit of the Departments of Defense, Army, Navy, and Air Force. During the fiscal year 1950, there were 120 full-time students including 34 Army, 25 Navy, 30 Air Force, 6 Marine Corps, 1 Coast Guard, 19 Foreign Service and departmental officers of the State Department, and 1 officer each from the Office of the Secretary of Defense, Bureau of the Budget, Central Intelligence Agency, Treasury Department, and Commerce Department.

(*4*) *Activity: Training program of the Armed Forces Information School*

Method of administration.—The activity is administered by the Department of the Army under policy supervision and control by the Secretary of Defense. Each of the military departments (Army, Navy, and Air Force) provides staff and faculty members and selected students for the school. Student quotas are allotted to the three services in proportion to their military strengths. The discussion method of instruction is used extensively and practical work in producing radio programs and news writing takes up a large share of the student's time.

Levels of education concerned.—The school provides military specialist training principally at the level of the post-secondary education.

Geographical areas affected.—The program is carried out on Federal property at Fort Slocum, N. Y.

Number and types of persons affected.—The program is for the benefit of the Armed Forces military and civilian personnel. The student capacity of the school's courses is approximately 1,800.

b. Office of the Adjutant General

Activity: Provisions of elementary and secondary school facilities for dependents of military and civilian personnel of the Department of Defense

Method of administration.—In the United States, provision is made for the education of dependents of military and civilian personnel residing on Government-owned or leased properties by enrollment in public schools without payment or tuition; enrollment in public schools with Government payment of tuition or a per pupil fee as agreed upon by the local Army commander and school authorities; operation by public school authorities of a school located on the post, camp, or station; and Army-operated schools in instances where arrangements with local school authorities are not feasible. The principal responsibility for the administration of this activity is being transferred in 1951 from the Department of the Army to the United States Office of Education under provisions of Public Laws 815 and 874, Eighty-first Congress.

Levels of education affected.—The program provides elementary and secondary education.

Geographical areas affected.—The program is carrried out principally on Federal and other public properties in the United States, its Territories and possessions, in occupied areas and other overseas areas. According to information obtained from the Department of the Army, a large expenditure of man-hours of work would be necessary to furnish a table showing Federal payments to local school districts, by States for the education of dependents of Air Force personnel for the fiscal year 1950.

Number and types of persons affected.—In the United States the program is primarily for the benefit of dependents of Army military and civilian personnel. In occupied and other overseas areas, the program is primarily for the benefit of dependents of military and civilian personnel of the Army, Navy, and Air Force. Personnel of other Federal departments and agencies are eligible for enrollment as students. Approximately 22,000 dependents were assisted by the program during the fiscal year 1950.

c. Office of the Assistant Chief of Staff

Activity: Language and area training program, operating through the Army language school, civilian universities, and overseas installations

Method of administration.—The Department of the Army directly administers this activity through establishment of quotas and supervision and review of curricula by the Assistant Chief of Staff, G–2, Intelligence. Individuals apply for enrollment and are selected on the basis of their potential qualifications to fill requirements for high-level staff and command assignments. Instruction at civilian educational institutions is furnished on a contract basis. After completion of formal education, in-service training is provided at Army and other Federal installations. Army field commanders and Army attachés perform the administrative functions.

Levels of education concerned.—The program pertains to higher education.

Geographical areas affected.—The program is carried out on Federal properties and at civilian educational institutions in the United States and overseas.

Number and types of persons affected.—The program is for the benefit of the Department of the Army. Twenty-seven students were being trained during the fiscal year 1950.

Federal obligations under contracts with educational institutions during the fiscal year 1950 were as follows, by States:

California (Stanford University)	$3,909.32
Connecticut (Yale University)	1,200.00
New Jersey (Princeton University)	16,069.28
New York (Columbia University)	6,100.00
Total	27,278.60

d. Office of the Assistant Chief of Staff, G-3

(*1*) *Activity: Operation of the Army extension course program*

Method of administration.—This activity is administered directly by the Department of the Army. The Chief of the Army Field Forces, through the commandants of the Army service schools, is responsible for the program. The instruction being nonresident, the student enrolls in the applicable course or courses. Funds, supplies, and services are furnished through the continental United States Army commands and chiefs of technical and administrative services.

Levels of education concerned.—The program is not confined to any educational level but covers all types of military subjects principally at the levels of secondary and post-secondary education.

Geographical areas affected.—The work of the schools is carried out on Federal properties in the United States. Student members of the Army Reserve force participate at their homes.

Number and types of persons affected.—The program is for the benefit of the Department of the Army. It provides home study for members of the Reserve forces and is also available to members of the Army on active duty. Enrollment averages approximately 110,000 students annually.

(*2*) *Activity: Operation of the Army service school system including schools for the National Guard and Organized Reserves*

Method of administration.—The Department of the Army directly administers this activity. Policies and student quotas are prescribed by the Assistant Chief of Staff, G-3, Operations. Responsibility for direct supervision and control of the program rests with the Chief, Army Field Forces, and chiefs of the technical and administrative services. Funds are allotted through Army command channels. Quotas consistent with Army requirements and school capacity are prescribed, with selection of students by Army headquarters and field commands. A faculty board at each general and special service school advises the commandant on matters pertaining to the schools' operation. Supplies and services are provided by Army field commanders.

Levels of education concerned.—The training includes courses ranging all the way from the elementary to college graduate level.

Geographical areas affected.—The program is carried out on Federal properties in the United States. Students are selected from the Army on a world-wide basis and are also detailed from foreign countries.

Number and types of persons affected.—The system is estimated to handle approximately 84,000 students at any one time. Foreign military students attend some of the schools on a reciprocal agreement basis.

(*3*) *Activity: Operation of the United States Military Academy at West Point*

Method of administration.—The United States Military Academy is administered directly by the Department of the Army. The Secretary of the Army promulgates regulations used by the Superintendent, who is charged with government and command of the Academy. Funds are included in Department of the Army annual military functions appropriations. The Comptroller of the Army allocates funds quarterly, directly to the Superintendent of the Academy. The Department of the Air Force furnishes approximately 80 officers for its operation and receives 25 percent of the graduates. Army field commanders are responsible for the housekeeping activities, such as repair and maintenance of facilities. Supplies and services are furnished through the supply depot system of the Army operated by the technical staffs and services and Army field commanders.

Levels of education concerned.—The educational program is at the level of higher education. Graduates are awarded bachelor of science degrees and commissions as second lieutenants in the Regular Army or Air Force.

Geographical areas affected.—The program is carried out principally on Federal properties in New York State. Students are appointed from the States, Territories, and possessions.

Number and types of persons affected.—The program is for the benefit of the Departments of the Army and the Air Force. Approximately 600 individuals are graduated each year. Total enrollment during the fiscal year 1950 was approximately 2,400.

(*4*) *Activity: Operation of the Army Reserve Officers Training Corps program*

Method of administration.—The activity is a Federal-institutional cooperative program, with the institution providing students from its regularly enrolled members, and facilities; and the Department of the Army providing instructors and the loan of equipment. The Assistant Chief of Staff, G–3, Operations, is charged with supervision, and the Chief, Army Field Forces, with the responsibility of carrying out the program and certain administrative matters. The program at the institutional level is administered by the "professor of military science and tactics," assigned to each school as head of the training program. The institution head assists in administering the program. The Government does not allot money to institutions or provide free tuition to students. Formally enrolled students of the advance course, senior division, receive a monetary ration allowance from Federal funds. Summer camps are administered by the Department of the Army at Government expense including individual subsistence, uniforms, medical care, etc. Funds, supplies, and services are provided by Army field commanders.

Levels of education concerned.—The program utilizes public and private institutions of secondary and higher educational level. Individuals successfully completing the basic and advance course subjects are awarded commissions as second lieutenants in the Regular Army of the United States or the Organized Reserve Corps.

Geographical areas affected.—The program is carried out at numerous locations scattered throughout the United States and its Territories and possessions.

Number and types of persons affected.—The program is for the benefit of the Armed Forces. Approximately 160,000 students were enrolled in the senior and junior ROTC courses during the fiscal year 1950.

(*5*) *Activity: Training activities connected with the Mutual Defense Assistance Program*

Method of administration.—The program is a joint endeavor being administered by the Department of State and the Department of Defense (Army, Navy, and Air Force). Policies and student quotas for the Army portion of the program are prescribed by the Assistant Chief of Staff, G–3, Operations. The program is carried out in established training institutions and by mobile teams sent to the country selected, for on-the-ground training in the operation of certain specialized types of equipment. The military assistance advisory group in each country gives instruction locally in addition to providing supplies and services such as training aids, technical manuals, et cetera. Funds are provided by the Departments of State and Defense as well as the Army. The Department of State approves all expenditures of funds.

Levels of education concerned.—The program is concerned with all educational levels. Most of the training activities place primary emphasis on instruction of individuals who upon return to their units instruct their own nationals in the operation and care of American weapons.

Geographical areas affected.—The program is carried out in training centers and schools operated for troops of the United States in the European Command in Germany, on Federal properties in the United States, and in the countries participating in the Mutual Defense Assistance Program.

Number and types of persons affected.—The program is for the benefit of countries participating in the Mutual Defense Assistance Program. Approximately 1,600 students received instruction in Europe and 300 in the United States during the fiscal year 1950.

(*6*) *Activity: Training of military personnel in civilian institutions*

Method of administration.—This activity is administered by the Adjutant General under the over-all supervision of the Assistant Chief of Staff, G–3, Operations. The training is given in correlation with training conducted in the Army service school system. Army training agencies make the preliminary, and the Assistant Chief of Staff, G–1, Personnel, makes the final selection of courses and schools

for the appropriate positions to be filled. Continental United States Army commands provide funds for payment to the civilian institutions for their services.

Levels of education concerned.—The program provides personnel capable of recognizing and coping with political, economic, scientific, technical, and social problems related to their military duties, and for the most part it is conducted at the level of college-graduate training.

Geographical areas affected.—The training is carried out in civilian institutions throughout the United States and Canada.

Obligations of the Department of the Army for training of military personnel in civilian institutions during the fiscal year 1950 were as follows, by States:

Alabama	$2,456	Michigan	$6,209
California	26,875	Minnesota	4,442
Canada	160	Missouri	1,995
Colorado	641	New Jersey	12,301
Connecticut	4,765	New York	49,810
Delaware	499	North Carolina	1,630
District of Columbia	20,370	Ohio	7,766
Georgia	1,065	Oklahoma	92
Illinois	20,099	Pennsylvania	21,178
Indiana	1,703	Texas	14,689
Iowa	474	Tennessee	1,249
Kansas	64	Virginia	3,656
Kentucky	115	Vermont	415
Louisiana	1,013	Wisconsin	4,108
Maryland	4,022		
Massachusetts	47,890	Total	263,751

Number and types of persons affected.—The program is for the benefit of the Department of the Army. During the fiscal year 1950, 2,469 individuals received instruction, 862 in short courses and 1,607 in courses lasting the full school year or longer.

c. Office of the Assistant Chief of Staff, G–4

Activity: Program for research and development on military weapons and methods through contract with educational institutions

Method of administration.—In accordance with guidance provided by the Research and Development Board and under staff supervision of the Assistant Chief of Staff, G–4, Logistics, each technical service of the Army conducts research and development projects both within Army facilities and by contracts with agencies outside the Department of the Army. Upon completion of development work the item is field-tested by Army commands. Funds are scheduled for obligation in accordance with regulations established by the Secretary of Defense and administered by the Research and Development Board.

Levels of education concerned.—The research and development work is performed largely at institutions of higher education.

Geographical areas affected.—The program is carried out on Federal properties and at civilian institutions within the United States and Alaska and in Canada. Obligations of the Department of the Army

for its research and development program at educational institutions for the fiscal year 1950 were as follows, by States:

Alabama	$7,000	Michigan	$207,236
Alaska	24,900	Minnesota	218,903
Arkansas	50,000	Mississippi	19,700
California	1,087,086	Missouri	83,936
Canada	56,074	Nebraska	25,453
Colorado	22,103	New Jersey	123,282
Connecticut	71,483	New Mexico	106,916
Delaware	65,140	New York	701,631
District of Columbia	6,264	North Carolina	55,234
Florida	27,400	Ohio	667,199
Georgia	60,725	Oklahoma	6,000
Illinois	593,612	Pennsylvania	571,611
Indiana	216,974	Rhode Island	13,983
Iowa	76,176	Utah	5,987
Kansas	7,216	Virginia	156,798
Kentucky	12,000	Washington	2,000
Louisiana	64,590	Wisconsin	79,252
Maine	10,575	Texas	25,134
Maryland	1,817,245		
Massachusetts	772,244	Total	8,119,062

Number and types of persons affected.—Specifically this activity is for the benefit of the Army. The total number of persons directly and indirectly affected cannot be estimated.

f. Office of the Chief of Information (Office of the Chief of Staff)

Activity: "Army education program"

Method of administration.—The Department of the Army administers this activity, specifically termed the "Army education program," through its headquarters and field commands. A small portion of the program is handled through Federal-State cooperation without charge to participants. The United States Armed Forces Institute handles correspondence, self-teaching courses, testing service and group study classes. Army servicemen in some areas attend tuition-free public schools and colleges. The Comptroller of the Army supplies the necessary funds to Army commands. Part-time civilian instructors and qualified military personnel give some of the instruction.

Levels of education concerned.—The program embraces all levels of education up to and including college work leading to baccalaureate degrees.

Geographical areas affected.—The program is primarily for the benefit of the Department of the Army and is carried out wherever Army servicemen are stationed both on and off properties of the United States throughout the world.

Number and types of persons affected.—The majority of students are Department of the Army servicemen. Former servicemen who are war veterans are eligible for the training and participate in the program. Enrollment during the fiscal year 1950 was approximately 135,000.

g. Office of the Chief of Ordnance

Activity: Apprenticeship programs at ordnance installations

Method of administration.—The Department of the Army directly administers these programs which field installation commanders conduct under the administrative supervision of the Chief of Ordnance. Classroom and shop work is given in accord with standards approved by the Bureau of Apprenticeship, Department of Labor. The training of apprentices who are disabled veterans of World War II is supervised by representatives of the Veterans' Administration for receipt of benefits under Public Law 16. The installation commander determines the number of apprentices to be trained, selects and pays students, purchases supplies and materials, and employs necessary instructors to carry out the program.

Levels of education concerned.—The program pertains to training in such fields as toolmaking. While the specific level of education is not fixed, the instruction is generally at the level of secondary and post-secondary education.

Geographical areas affected.—The activities are carried out on Federal properties in the United States.

Number and types of persons affected.—The program is for the benefit of the Department of the Army. During the fiscal year 1950, approximately 400 Federal civilian employees were being trained.

h. Office of the Chief Signal Officer

Activity: Operation of the Signal Corps Engineering Laboratories, Fort Monmouth, N. J., with the cooperation of Rutgers University

Method of administration.—Army installation commanders and Rutgers University officials jointly administer this activity. Subjects are agreed upon by the university and the installation commander. The university provides the instructors and supervision for the training program, and the Army provides the facilities for carrying out the instruction. The installation commander selects students for enrollment. The school receives reimbursement for instructional and administrative costs from Federal funds.

Levels of education concerned.—The program is one of advanced technical training at the higher education level.

Geographical areas affected.—The activities are carried out on Federal property in New Jersey. For the fiscal year 1950 the total amount paid to Rutgers University for operation of the branch school at Fort Monmouth was $29,460.

Number and types of persons affected.—The program is for the benefit of the Department of the Army, providing courses of instruction for engineering and scientific personnel. Average enrollment has been 75 students.

i. Office of the Secretary of the Army

(1) Activity: Department of the Army's reorientation program for Japanese and Ryukyuan peoples

Method of administration.—The Department of the Army administers this program in cooperation with other Federal agencies, private agencies, occupation authorities and local governments in Japan and

the Ryukyu Islands. In accordance with sponsorship agreements with other Federal agencies (the Federal Security Agency and the Departments of State, Agriculture, Interior and Labor), and with advice from other Federal agencies as well as from many State and local government agencies the Department of the Army conducts the interchange-of-persons program. Japanese and Ryukyuan national leaders and students, chosen by the Japanese Government and Ryukyuan occupation authorities, are brought to the United States for periods of 45 to 90 days. The Institute of International Education arranges orientation courses and extended programs of study in United States schools of higher learning. The Department of the Army recruits United States educators and Japanese educational specialists for the Institute of International Education.

Levels of education concerned.—The program includes all levels of instruction from elementary to college graduate work.

Geographical areas affected.—The program is carried out on Federal, State, and privately owned properties in the United States, Japan, and the Ryukyu Islands.

Number and types of persons affected.—The following individuals received reorientation or other aid during the fiscal year 1950: 266 national leaders, 52 students, and 2,900 educators. Through a Nationwide distribution network in Japan, films which further United States occupation objectives in Japan have reached an estimated total audience of 900,000,000.

(2) *Activity: Operation of a school of civilian personnel administration*

Method of administration.—The Department of the Army directly administers this activity. The Secretary of the Army establishes quotas consistent with requirements, available facilities and funds. Enrollment is by selection of individuals by the Army commanders and the technical and administrative services. The school sets selection standards and post-audits all selections. Surveys and staff visits to Army installations are made to determine proper courses and techniques for development and training of individuals for personnel management positions.

Levels of education concerned.—The program is not fixed at any particular educational level but the work is generally at the level of postsecondary education.

Geographical areas affected.—The program is carried out on Federal properties in the United States and occupation areas. Students are selected from United States Army commands throughout the world.

Number and types of persons affected.—The program is for the benefit of the Department of the Army. Enrollment averages 45 students.

4. DEPARTMENT OF DEFENSE—NAVY

a. Administrative Office of the Secretary

(1) *Activity: In-service training of civilian personnel of the Department of the Navy*

Method of administration.—The administration of this activity is carried out by the Training Branch of the Departmental Civilian Personnel Division of the Administrative Office, Executive Office of

the Secretary of the Navy. The Training Branch determines the number of persons to be trained for executive work, assists the trainees in arranging schedules, and reviews their progress.

The Training Branch also administers courses in secretarial studies, providing instructors, supplies, and materials for the conduct of the courses. The assignment of persons to this program is left to the respective bureaus and offices.

Levels of education concerned.—Training under the executive development program is at a level equivalent to that of graduate study at colleges. The program of secretarial studies is approximately at the level of high school or first-year college courses.

Geographical areas affected.—All persons who receive training under these programs are in the Washington area. The programs are carried out on Federal property. Although students are encouraged to supplement their work by college courses outside the Government, the Navy does not finance the courses taken.

Number and types of persons affected.—The persons principally affected are civilian personnel of the Department of the Navy. The number of persons participating in the executive development program is approximately 15 every 6 months. In the fiscal year 1950 approximately 1,162 persons were enrolled in the secretarial courses.

(2) *Activity: Intern training program for executive development with the cooperation of George Washington and American Universities*

Method of administration.—This program is administered directly by the Training Branch of the Departmental Civilian Personnel Division of the Administrative Office, Executive Office of the Secretary of the Navy. The Training Branch provides central review control, and services for the program. Personnel are selected from the various bureaus, boards, and offices of the Department who pay the salaries of the personnel participating in the program. The courses of instruction are reviewed by the Training Branch for that portion of the program that is carried out within the Navy. Courses are provided on a tuition scholarship basis at George Washington and American Universities and are supervised and conducted by those universities.

Levels of education concerned.—Parts of the program dealing with actual work situations within the offices of the Navy are not directly related to a distinct educational level. George Washington and American Universities provide tuition scholarships for graduate courses at these universities. There are no Federal moneys contributed to the universities for this service.

Geographical areas affected.—This program is carried out in the Washington, D. C., area.

Number and types of persons affected.—The personnel who participate in this program are civilian employees of the Department of the Navy. During the fiscal year there are two classes of 6 months each. There were approximately 50 persons participating during the fiscal year 1950.

b. Bureau of Aeronautics

(1) Activity: Education of dependents at naval air shore establishments (1950)[2]

Method of administration.—The administration of this program affecting the dependents of naval personnel stationed at air installations is provided by the Bureau of Aeronautics and by Federal-State cooperative agreement. This administration includes the pay of teachers, provision of space and materials for schools on naval stations, and the direct payment of funds to the local school authority when local public-school facilities are used. Those activities that are outside the continental limits of the United States are administered by the Navy directly.

Levels of education concerned.—The levels of education coming under this program are elementary and secondary.

Geographical areas affected.—Broadly this program encompasses the United States, Alaska, Hawaii, and French Morocco. The amount spent for this activity during the fiscal year 1950 in each State by the Bureau of Aeronautics was as follows:

Continental United States:		Continental United States—Con.	
California	$29,215	Tennessee	$4,500
Florida	11,660	Texas	14,282
Georgia	390	Virginia	1,591
Kansas	140	Washington	7,070
Maryland	23,500	Extracontinental	30,345
New Jersey	3,000		
North Carolina	9,560	Total	149,013
Rhode Island	13,760		

Number and types of persons affected.—This program is for those school-age dependents of civilians and military personnel stationed at naval air installations where the public-school systems are either inadequate or nonexistent for the education of those dependents. The number of students directly benefiting during the fiscal year 1950 was 2,161 in the United States and 325 in extracontinental areas, making a total of 2,486.

(2) Activity: Maintenance of United States naval photographic interpretation center for Armed Forces personnel

Method of administration.—The administration of this program is carried out jointly by the Bureau of Aeronautics and the Bureau of Naval Personnel. The Bureau of Aeronautics prescribes the technical direction and provides the operating specialists for instruction and direction of the activity. The Bureau of Personnel makes the assignment of personnel and coordinates the training schedules necessary for the absorption of trained personnel into the functions of the Navy. The funds for the operation and administration of the school are allotted to the Bureau of Naval Personnel.

Levels of education concerned.—The level of education covered is that of higher education. The "center" gives courses of a very exacting and technical nature.

Geographical areas affected.—This school is located on Federal property in Anacostia, D. C.

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

Number and types of persons affected.—The persons principally affected by this activity are members of the Armed Forces. The number directly concerned is fluctuating and generally not capable of estimation.

(3) *Activity: Operation of naval air technical training schools*

Method of administration.—The administration of these schools is under the management control of the Bureau of Aeronautics, Department of the Navy. Because these are technical service schools they are in the military chain of command, and are directly under the Chief of Naval Air Technical Training who administers these activities relating to technical training for air.

Levels of education concerned.—Because of the specificity of subject matter taught and the diversity of the subjects covered the levels of education cannot be readily established, but are generally within the range of secondary and higher education.

Geographical areas affected.—These schools are operated throughout the continental United States at naval air installations located on Federal properties throughout the United Staes.

Number and types of persons affected.—All students of these schools are military personnel. The personnel undergoing instruction include enlisted persons, new recruits, and officers. During 1950 there were approximately 5,282 persons enrolled in the schools.

(4) *Activity: Scholarship program for graduate and undergraduate study*

Method of administration.—The Department of the Navy directly administers this program. The Bureau of Aeronautics, through its training branch, selects the students and pays their tuition for college courses given on Federal property by instructors from local universities. The Department of Defense Appropriation Act of 1950 granted the Navy the authority of make funds available to pay all necessary expenses accrued by Bureau civilian employees in connection with their enrollment in university credit courses.

Levels of education concerned.—This program pertains to accredited college curricula of the undergraduate and graduate levels in institutions of higher learning.

Geographical areas affected.—The courses are conducted at night in rooms made available at the Main Navy Building in Washington, D. C. The instructors are from local universities and from the technical bureaus of the Department of the Navy. During the fiscal year 1950 Federal payments were made to these institutions in the following amounts:

District of Columbia:	
Catholic University	$80
Department of Agriculture Graduate School	80
George Washington University	190
Washington Law School	76
Maryland: Maryland University	714
Total	1,140

Number and types of persons affected.—All persons enrolled in this program are civilian employees of the Department of the Navy. During the fiscal year 1950 there were 32 students enrolled.

c. Bureau of Medicine and Surgery

(*1*) *Activity: Medical training for officers and enlisted personnel in the Department of the Navy and civilian medical schools*

Method of administration.—This program is administered directly by the Professional Division of the Bureau of Medicine and Surgery of the Department of the Navy. The Professional Division makes the selection of personnel on the basis of the Navy's need for trained specialists and the qualifications of the applicants. The Bureau administers the programs of training that are held in naval hospitals. Training in civilian medical schools is used only when such training is not available in naval installations.

Levels of education concerned.—This program includes college undergraduate and graduate courses.

Geographical areas affected.—The instruction and training are conducted at civilian medical schools on a Navy contract basis whereby the Navy pays the cost of tuition, fees, and textbooks. This is in addition to the pay and allowance for the participants. Compilation of inclusive data on amounts paid to educational institutions would require a large expenditure of man-hours of work. Training at naval hospitals is carried out on Federal property.

Number and types of persons affected.—All persons participating in this program are members of the Armed Forces including both officers and enlisted personnel. There were 599 students enrolled during the fiscal year 1950.

(*2*) *Activity: Operation of United States Naval School of Aviation Medicine*

Method of administration.—This activity is under the management control of the Bureau of Aeronautics. The Bureau of Aeronautics allots funds to the naval air station for the servicing, maintenance, et cetera, of the school. The Bureau of Medicine and Surgery provides technical control. The financing of this activity is a joint function of the Bureau of Aeronautics and the Bureau of Medicine and Surgery.

Levels of education concerned.—The instruction is at the level of higher education. The courses are specialized medical courses directly concerned with aviation.

Geographical areas affected.—There is only one naval school of aviation medicine and it is located on Federal property at Pensacola, Fla.

Number and types of persons affected.—All personnel receiving training are naval military personnel. More specifically, they are primarily naval doctors being trained in the field of aviation medicine. During 1950 there were 62 students enrolled for this training.

(*3*) *Activity: Residency and intern training in naval hospitals for officers and enlisted personnel*

Method of administration.—This activity is administered directly by the Bureau of Medicine and Surgery through the naval hospitals concerned. The hospital staff officers direct the work of the participating interns and residents. The materials, space, and equipment are provided by the hospital through its regular channels of supply.

Levels of education concerned.—This training is at the level of higher education, dealing primarily with medical and related courses as applied to actual hospital conditions.

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Geographical areas affected.—The areas affected by this activity are both east and west coastal areas and the Great Lakes region of the United States, and the Territory of Hawaii. The programs are carried out on Federal properties in the United States and in Hawaii.

Number and types of persons affected.—During 1950 a total of 448 students were participating in the program. These persons were members of the Armed Forces of the United States.

d. Bureau of Naval Personnel

(*1*) *Activity: Enlisted personnel training in service schools*

Method of administration.—Navy service schools are under the management control of the Bureau of Naval Personnel. This Bureau budgets for the maintenance of the physical plant, the salaries of civilian instructional, clerical, and maintenance personnel, and the training aids, publications, and consumable supplies required. The Bureau determines the student capacities required to fill the needs of the service for personnel trained in the various ratings, and the size and make-up of the staff required to administer the school and give the training. The Bureau controls the assignment of personnel to the schools either by individual assignment, by granting quotas to requesting commands, or by delegating quota control to an appropriate fleet command or field activity.

Levels of education concerned.—The level of education of the service schools varies according to the specialty taught. In general, the level approximately that of secondary schools.

Geographical areas affected.—Navy service schools are located in selected areas throughout the continental United States. In some instances groups of service schools are located in one area and administered by a service schools command. In other cases service schools may be adjuncts of other types of commands such as naval shipyards or receiving stations. The schools, with the exception of the Electrician's Mates School, class A, conducted at Montgomery County Junior College, Takoma Park, Md., are located on Federal property in the United States. The exception noted is a pilot program, instituted primarily to gain experience in the operation of a service school in a civilian institution, and is conducted under the provisions of a contract between the Department of the Navy and the Montgomery County Junior College. This service school is expected to continue for 1 year only, at a total cost of $292,792.58.

Number and types of persons affected.—The program is for the benefit of naval military personnel. Approximately 31,000 service personnel are trained in Navy service schools annually. Benefit accrues to the individual trained and to the Navy in general.

(*2*) *Activity: Fleet training activities for officers and enlisted personnel*

Method of administration.—Fleet training activities ashore are assigned to the operational control of fleet commanders who are responsible for prescribing the over-all mission, curricula, organization for instruction, training methods, and quotas. These activities are assigned to the management control of the Bureau of Naval Personnel for nonmilitary administrative and fiscal matters, including responsibility for provision of fiscal support, physical facilities, technical

equipment, training aids, educational services, and other forms of logistic support commonly provided for a shore activity.

Functional training activities operate under the complete administrative and management control of the Bureau of Naval Personnel and are under the military command of district commandants. The Bureau of Naval Personnel exercises direct administrative and operational control over functional training activities including control over such matters as functional organization, curricula, training methods, student quotas, personnel allocations, assignment of instructor personnel, facilities, equipment, and other logistic support.

Levels of education concerned.—Levels of skills and techniques on which instruction is provided are varied. Backgrounds of trainees, including their previous training and experience are also varied. Instruction provided is at the secondary level or higher.

Geographical areas affected.—Fleet training activities ashore are located in areas of fleet concentrations and are therefore widely scattered throughout the United States, including overseas territories, in other areas such as Guantanamo Bay, Cuba, where naval operating bases are maintained, and in occupied areas of foreign countries as required. In the United States and its Territories the fleet training activities ashore are located on Federal property at major United States naval operating bases.

Functional schools are located within the continental limits of the United States, on Federal property, and normally as components of other types of service activities which provide the sources of opportunities for practical training of the types required.

Number and types of persons affected.—Functional and fleet training activities ashore provide instruction for the benefit of naval military personnel, and in fulfillment of the requirements of the naval forces afloat in particular, are of direct benefit to virtually the entire Naval Establishment.

Approximately 375,000 trainees of the Armed Forces, including Naval Reserves, receive instruction annually in all courses of instruction at fleet training activities ashore. Approximately 75,000 such trainees receive instruction annually in all courses of instruction at functional schools.

(*3*) *Activity: "Information and education program"*

Method of administration.—The Bureau of Naval Personnel, through the Information and Education Section of its Training Division, provides over-all administration and coordination of the "information and education" programs for the Navy. Actual administration, however, is the responsibility of each individual command. Materials used are principally those of the United States Armed Forces Institute, and include correspondence and self-teaching courses, group study texts and records, and various types of tests. These materials are supplemented by others provided by the Navy as needed, especially in the fields of language teaching and literacy training. The Bureau also budgets for tuition aid for those who wish to take college residence and extension courses, for instructor hire for the off-duty class program, and for materials for the citizenship training classes for recruits.

Levels of education concerned.—The program covers all educational levels, from lowest elementary through college, with special emphasis upon literacy training and high school courses.

Geographical areas affected.—The program may be carried on wherever naval personnel, afloat and ashore, are stationed.

Number and types of persons affected.—The program is for the benefit of naval personnel, both officer and enlisted, on active duty. Approximately 75,000 individuals participated in the various aspects of this program in the fiscal year 1950.

(4) *Activity: Operation of the command and staff colleges for advanced officer training (joint service schools)*

Method of administration.—The Bureau of Naval Personnel directly administers the Naval War College and the Armed Forces Staff College, in that the Bureau has fiscal responsibility for maintaining the physical facilities, paying civilian employees, and furnishing funds for training aids and administrative equipment and supplies. The Bureau details naval personnel to the staff and faculty and selects the naval officers to attend as students. The matters of curriculum content and the courses offered are under the cognizance of the Chief of Naval Operations and the Joint Chiefs of Staff.

Levels of education concerned.—At both institutions the levels of education are at the college and graduate school level.

Geographical areas affected.—The Naval War College is located at Newport, R. I.; the Armed Forces Staff College is at Norfolk, Va. Both institutions are located on Federal property. The program is restricted to the two localities mentioned except for occasional short field trips to armed services installations incident to the pursuit of the curriculum.

Number and types of persons affected.—This program is for the benefit of naval military personnel. Approximately 560 officers attend these colleges annually.

(5) *Activity: Operation of the United States Naval Academy at Annapolis, Md.*

Method of administration.—The Bureau of Naval Personnel has direct administrative responsibility for this program. The Bureau budgets for the maintenance of the physical plant, the furnishing of training aids, and the pay of civilian employees. It is concerned with the courses taught the midshipmen and the legislative provisions for the selection, examination, and admission of midshipmen to the Academy. It administers the commissioning of the graduates and their distribution in the service.

Levels of education concerned.—The course at the United States Naval Academy is at the college level.

Geographical areas affected.—The United States Naval Academy is located at Annapolis, Md., on Federal property. Its students are admitted from all parts of the continental United States, its territories and possessions.

Number and types of persons affected.—The Naval Academy is operated primarily for the benefit of naval military personnel. Approximately 3,700 midshipmen are enrolled in the Academy.

(6) *Activity: Other training programs for officer candidates, through cooperation with colleges and universities*

Method of administration.—The Bureau of Naval Personnel directly administers these programs. It budgets for their operation, selects the students or delegates authority to do so to field units, and

assigns the naval personnel to the staffs required. The Bureau prescribes the naval science curriculum to be taught or furnishes guidance on the courses to be followed.

Levels of education concerned.—The instruction is principally at the undergraduate college level.

Geographical areas affected.—This program is carried out in colleges and universities spread over the continental United States and at continental naval shore activities. Federal payments to these institutions for the fiscal year 1950 for 5-term students and Reserve Officers Training Corps students were as follows, by States:

Alabama (Alabama Polytechnic Institute)	$41,000
California (University of California (Berkeley), $56,600; University of California (Los Angeles), $43,200; University of Southern California, $80,600; Stanford University, $83,400)	267,800
Colorado (University of Colorado)	48,200
Connecticut (Yale University)	94,000
District of Columbia (George Washington University)	40,000
Florida (Miami University)	2,100
Georgia (Georgia Institute of Technology)	77,400
Idaho (University of Idaho)	22,300
Illinois (Illinois Institute of Technology, $69,200; University of Illinois, $45,000; Northwestern University, $86,000)	200,200
Indiana (Notre Dame University, $82,500; Purdue University, $47,600)	130,100
Iowa (Iowa State College)	46,100
Kansas (University of Kansas)	33,600
Kentucky (University of Louisville)	47,700
Louisiana (Tulane University)	54,100
Massachusetts (College of the Holy Cross, $57,800; Harvard University, $88,200; Tufts College, $33,700)	179,700
Michigan (University of Michigan)	81,500
Minnesota (University of Minnesota)	42,300
Mississippi (University of Mississippi)	30,400
Missouri (University of Missouri)	32,700
Nebraska (University of Nebraska)	42,700
New Hampshire (Dartmouth College)	80,500
New Jersey (Princeton University)	89,700
New Mexico (University of New Mexico)	41,200
New York (Columbia University, $113,400; Cornell University, $116,800; Rensselaer Polytechnic Institute, $101,000; University of Rochester, $67,000)	398,200
North Carolina (Duke University, $53,200; University of North Carolina, $50,900)	104,100
Ohio (Miami University, $13,000; Ohio State University $33,900)	46,900
Oklahoma (University of Oklahoma (Norman), $34,800; University of Oklahoma, $500)	35,300
Oregon (Oregon State College)	32,700
Pennsylvania (Pennsylvania State College, $50,100; University of Pennsylvania, $98,700; Villanova College, $60,700)	209,500
Rhode Island (Brown University)	91,300
South Carolina (University of South Carolina)	37,000
Tennessee (Vanderbilt University)	67,400
Texas (Rice Institute, $29,000; University of Texas, $46,700)	76,600
Utah (University of Utah)	33,200
Virginia (University of Virginia)	43,400
Washington (University of Washington)	43,200
Wisconsin (Marquette University, $54,900; University of Wisconsin, $65,300)	120,200
Total	3,064,300

Number and types of persons affected.—This program is primarily for the benefit of the Armed Forces. Approximately 18,700 civilians and Reserve and Regular naval personnel are students in the program.

(7) Activity: Postgraduate training programs partly by contract with civilian colleges

Method of administration.—The Bureau of Naval Personnel administers this program through the Naval Postgraduate School. The Bureau budgets for the operation of the school, the pay of its civilian faculty and the cost of instruction at civilian colleges. The Postgraduate School arranges for the training and education of service personnel either at the Naval Postgraduate School or at civilian educational institutions. The training requirements are furnished by the Bureau of Naval Personnel; the Postgraduate School arranges the curriculum. Selection of naval personnel to attend these courses is a function of the Bureau.

Levels of education concerned.—The training is at college graduate level. It is largely carried out at civilian colleges and universities.

Geographical areas affected.—The Naval Postgraduate School has been located at Annapolis, Md., but is moving to a new location on Federal property at Monterey, Calif., in 1951. The civilian colleges and universities utilized are located throughout the continental United States. The amounts paid by the Navy to civilian institutions for postgraduate training for the fiscal year 1950 were as follows:

California (University of California (Berkeley), $12,480; University of California (Los Angeles), $7,380; California Institute of Technology, $7,380; Scripps Institution of Oceanography, $1,640; University of Southern California, $1,640; Stanford University, $32,800)	$63,320
Connecticut (Yale University)	820
District of Columbia (Catholic University, $820; George Washington University, $4,100; Georgetown University, $4,920)	9,840
Georgia (Georgia Institute of Technology)	1,640
Illinois (Illinois Institute of Technology, $820; University of Illinois, $820)	1,640
Indiana (Indiana University, $820; Purdue University, $4,100)	4,920
Maryland (Johns Hopkins University)	820
Massachusetts (Harvard University, $40,180; Lowell Textile Institute, $1,640; Massachusetts Institute of Technology, $95,940)	137,760
Minnesota (University of Minnesota)	6,560
New Jersey (Princeton University)	4,100
New York (Columbia University, $4,100; New York University, $3,280; Rochester Institute of Technology, $820; Rensselear Polytechnic Institute, $41,820; Webb Institute of Naval Architecture, $3,280)	53,300
Ohio (Ohio State University)	15,580
Pennsylvania (Carnegie Institute of Technology, $1,640; Lehigh University, $4,100; University of Pittsburgh, $8,200)	13,940
Total	314,240

Number and types of persons affected.—This program is primarily for the benefit of the Armed Forces. Approximately 800 naval personnel are currently enrolled in the courses.

(8) *Activity: Provisions for elementary and secondary education for dependents of personnel of the Severn River Naval Command (1950)*[2]

Method of administration.—This program has involved merely a transfer of funds annually to the Anne Arundel County school authorities in payment for educational services made available to naval dependents of school age domiciled on Federal property. It is budgeted for the Bureau of Naval Personnel.

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

Levels of education concerned.—This program provides education at the elementary and secondary school levels.

Geographical areas affected.—The only area affected is Anne Arundel County. The total Federal obligation to the county for the fiscal year 1950 was $12,132.40.

Number and types of persons affected.—Approximately 130 dependents of naval personnel were affected in the fiscal year 1950.

(*9*) *Activity: Recruit training*

Method of administration.—This program is administered by the Bureau of Naval Personnel, which budgets for the operation of the recruit training stations, and determines the size of the staff and student body, the length of the course, and the distribution of the graduates. Each recruit training activity is administered by a Recruit Training Command which has direct supervision of the curriculum and training schedule, reporting directly to the Bureau of Naval Personnel and receiving guidance and policy directives therefrom. The recruiting of the trainees for the center is also a function of the Bureau, which it carries out through its recruiting activities in the field.

Levels of education concerned.—The educational levels of this training cannot be definitely fixed but are roughly within the range of elementary and secondary education.

Geographical areas affected.—The training is carried out in selected, widely separated establishments in the continental United States on Federal property.

Number and types of persons affected.—This training is primarily for the benefit of the Navy. All personnel enlisting in the naval service are put through the recruit training course.

(*10*) *Activity: Training in special officers' schools*

Method of administration.—This program is managed by the Bureau of Naval Personnel which assigns the staff to the school, budgets for its operation, controls the quotas for student officers or reallocates quotas to appropriate commands, and has final authority to approve class schedules.

Levels of education concerned.—The level of education in the courses varies from secondary to college postgraduate.

Geographical areas affected.—Special officers' schools are located on Federal property in various areas throughout the continental United States. They are generally a part of a larger school command or naval training activity.

Numbers and types of persons affected.—This program is primarily for the benefit of the Armed Forces. Approximately 8,000 personnel receive training in these schools annually.

c. Bureau of Ordnance

Activity: Operation and support of elementary and high schools (1950)[2]

Method of administration.—The administration of this program is primarily on a Federal-State cooperative basis with the needs of the children at each naval installation constituting the governing factors. Since local school conditions vary from station to station the degree

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

of cooperation by the Navy differs in accordance with these conditions. The financial assistance to local schools and the operation of on-station schools have been financed from station allocations from Bureau of Ordnance appropriations.

Levels of education concerned.—This program is concerned with education at both the elementary and secondary levels.

Geographical areas affected.—The activities are carried out partly on Federal property and partly on State properties within the United States. The following table gives the amount paid by the Navy to local school authorities during the fiscal year 1950:

Arkansas (Shumaker)	6,192
California (Fallbrook, $1,026; Inyokern, $210,415; Vallejo, $1,493)	212,934
Maryland (Indian Head)	24,000
Nevada (Hawthorne)	81,950
Virginia (Chincoteague, $16,612; King George County, $50,272)	66,884
Total	391,960

Numbers and types of persons affected.—All persons directly affected by this program are school-age dependents of naval personnel. The local public schools are improved through the aid given by the Navy which also benefits the local population. The number of dependents of naval personnel provided for in the fiscal year 1950 was 3,261. This includes both elementary and secondary students.

f. Bureau of Ships

(1) Activity: Civilian personnel training program

Method of administration.—This activity involves both departmental and field civilian employees. The departmental phase is administered by the Director of Civilian Training in the Bureau of Ships through the training officers, the Committee for Education and Training, and the Executive Development Panel. The field program is administered by a decentralized system. The Training Branch for Field Activities of the Industrial Relations and Manpower Division, Bureau of Ships, serves as the central point for promoting and evaluating training programs in the United States naval shipyards and laboratories under the management control of the Bureau of Ships. Locally, each of the field activities, through the assistance of its training division, formulates, conducts, and in all other ways accomplishes the training necessary for its personnel. It is the policy of the Bureau, consistent with Navy Department policy in employee development, to provide the training locally. Outside instructional agencies are utilized only when the local facilities or those of other Federal agencies are inadequate to meet the particular needs.

Levels of education concerned.—The in-service training programs are designed as refresher courses to improve employees' skills or to cope with new engineering and administrative problems, and courses on the higher education level in subjects which will prepare them for specialized work of the Bureau. With respect to the training of apprentices, the instruction is generally at the secondary-school level and, in the main, is associated with technical and vocational training. Training in professional fields is at the college and university level.

Geographical areas affected.—Most of the training takes place on Federal properties on the east and west coasts of the United States and the Territory of Hawaii, where the field activities are located. A relatively small amount is undertaken on college and university campuses and at manufacturers' plants at various points throughout the country.

Number and types of persons affected.—While the training involves mainly civilian personnel, naval personnel are accepted for any type of training that is related to their work and is not provided by the Bureau of Naval Personnel. The ratio is about 20 civilians to 1 member of the naval armed forces. During the fiscal year 1950 slightly over 8,000 persons attended all types of training under this program.

(2) *Activity: Provision for education of dependents of Bureau of Ships personnel (1950)* [2]

Method of administration.—Applications for assistance are submitted by public school districts and are forwarded to the Secretary of the Navy. If he approves the application, funds are made available for the activity. The program is administered on the basis of Federal-State cooperative agreement.

Levels of education concerned.—The arrangement provides elementary and secondary education.

Geographical areas affected.—The instruction is given in the vicinity of Bureau of Ships installations, which are located throughout the United States. The amounts paid to public-school districts for the fiscal year 1950 were as follows, by States:

California	$700
Connecticut	11,905
Massachusetts	2,520
Rhode Island	8,184
Washington	21,300
Total	44,609

Number and types of persons affected.—All persons under this program are school-age dependents of naval personnel. Because of changes during the fiscal year 1950 in the stations participating, a firm figure for the number of persons is not possible. However, approximately 670 persons received direct benefits.

g. Bureau of Yards and Docks

(1) *Activity: Contributions for support of public schools serving dependents of naval personnel (1950)* [2]

Method of administration.—This program is administered by Federal-State cooperation. The funds for assistance to States are allotted by the Bureau to the stations having dependents on that station, then to the local public school district which provides the educational service.

Levels of education concerned.—This arrangement provides elementary and secondary education.

Geographical areas affected.—The program is conducted at and near naval stations within the continental United States. The follow-

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

ing table gives the amounts paid to public school districts by States, for the fiscal year 1950:

California	$92,163.00
Connecticut	11,905.20
Oregon	5,998.12
Rhode Island	11,126.98
Virginia	49,577.04
Total	170,770.34

Number and types of persons affected.—The persons provided for in this program are dependents of naval personnel. The number of pupils provided for during the fiscal year 1950 was 2,450.

(*2*) *Activity: Operation of school busses*

Method of administration.—The Bureau of Yards and Docks is directly responsible to the Secretary of the Navy for the administration of this activity. This authority has been delegated to commandants of naval districts, river commands, area commanders, and to the Chief of Naval Air Training for Operations, within their respective commands. This service is available when transportation between naval stations and local schools is not readily accessible.

Levels of education concerned.—This program deals primarily with the transportation of dependents of naval personnel to and from school. These dependents are in the elementary and secondary schools of the local school districts adjacent to naval installations.

Geographical areas affected.—During the fiscal year 1950, the program was used by 88 naval activities, 70 located in the continental United States and 18 in overseas activities. The overseas activities were located in the following Territories and possessions, foreign countries, and occupied areas: Hawaii, Guam, Philippines, Puerto Rico, Panama, Bermuda, Brazil, Newfoundland, Kwajalein, and Japan.

Number and types of persons affected.—Transportation was provided for approximately 6,000 dependents of naval personnel.

h. Headquarters, United States Marine Corps

(*1*) *Activity: Operation of the Marine Corps Institute*

Method of administration.—The Marine Corps Institute is under the direct military command, management, and technical control of the Commandant of the Marine Corps. The courses are designed to supplement regular Marine Corps training.

Levels of education concerned.—The institute offers a variety of courses ranging from those of the secondary level to levels approximating second-year college courses.

Geographical areas affected.—Since these courses are primarily correspondence courses available to United States marine and naval personnel serving with Marine Corps units, the geographical areas affected are wherever Marine Corps personnel taking courses are located throughout the world.

Number and types of persons affected.—Approximately 20,000 personnel of the Armed Forces are enrolled each year in the institute.

(2) *Activity: Operation of Marine Corps officer schools*

Method of administration.—These schools are administered directly by the Marine Corps, as a command responsibility of the Commandant, Marine Corps schools. Appropriated funds are allotted by the Marine Corps for the operation of these programs.

Levels of education concerned.—The courses provided are geared to the needs of the officers of the Marine Corps for specialized training in staff duties, techniques of warfare, and use of weapons in amphibious operations, communications, and employment of air, naval, and ground units. Though no exactly comparable courses are offered in formal civilian educational institutions, the degree of difficulty is equivalent to that of college level courses.

Geographical areas affected.—These schools are located on Federal property at Quantico, Va.

Number and types of persons affected.—All participants in this training are members of the Armed Forces. During the fiscal year 1950 there were 310 persons enrolled in the courses offered.

(3) *Activity: Provision of elementary and secondary education for school-age dependents of Marine Corps personnel (1950)*[2]

Method of administration.—The administration of this program is provided by the United States Marine Corps for dependents of Marine Corps personnel at Marine Corps installations where the existing public school facilities are either nonexistent or inadequate.

Levels of education concerned.—This program covers the elementary and secondary levels of education.

Geographical areas affected.—The activities are carried out on Federal property in the United States, except in the case of one area in California, where payments totaling $63,153 were made by the Marine Corps in the fiscal year 1950 for the education of dependents of Marine Corps personnel.

Number and types of persons affected.—The program provides for the education of school-age dependents of Marine Corps personnel. During the fiscal year 1950, 1,557 pupils received direct benefits.

(4) *Activity: Technical training for enlisted personnel*

Method of administration.—This activity provides specialized instruction at the basic level through seven training courses. The courses are the administrative responsibility of the Commandant of the Marine Corps with delegation to the commanding officer of the marine installation where the schools are located.

Levels of education concerned.—The courses of training are peculiar to the duties of the marines. The educational levels of these courses approximate those of high school and the first 2 years of a college curriculum.

Geographical areas affected.—This activity is carried out on Federal properties at Marine Corps installations in the States of California, North Carolina, South Carolina, and Virginia.

Number and types of persons affected.—The persons provided training under this activity are all members of the Armed Forces. During the fiscal year 1950 there were 6,342 persons undergoing training at these schools.

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[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

i. Office of the Chief of Naval Operations

(1) Activity: Provision of public education for the native population on Pacific islands

Method of administration.—Public education for the native population on Pacific islands has been administered by the Chief of Naval Operations through the High Commissioner, Trust Territory, Pacific Islands, and Governors of American Samoa and Guam. This responsibility was transferred to the Department of the Interior as of July 1, 1951.

Levels of education concerned.—The program has provided elementary and secondary education.

Geographical areas affected.—The following Pacific islands are affected: Islands of the trust territories, American Samoa, and Guam.

Number and types of persons affected.—The program provides education for children of civilian inhabitants of the islands. During the fiscal year 1950, 21,327 pupils received direct benefits.

(2) Activity: Schooling of dependent children of naval personnel living on Federal property or in overseas areas (1950)[2]

Method of administration.—The administration of this activity is provided by the Chief of Naval Operations, and by Federal-State cooperative agreement. This administration includes pay of teachers, providing space and materials for schools on naval stations, and the direct payment of funds to local school authorities when local public-school facilities are used. Those activities outside the United States are administered directly by the Navy.

Levels of education concerned.—The education provided is at the elementary and secondary levels.

Geographical areas affected.—This program is concerned with areas of the United States, United States Territories and possessions, and occupied areas. The schooling is carried out entirely on Federal properties in those areas outside of the continental United States. Within the United States the following payments were made to local school districts in the indicated States for the fiscal year 1950:

California (Imperial Beach)	$486
Maryland (Cheltenham)	868
Washington (Bainbridge)	1,892
Total	3,246

Number and types of persons affected.—The schooling is for dependents of naval personnel. During the fiscal year 1950 there were 3,263 pupils who received direct benefits.

j. Office of Industrial Relations

Activity: Employee development program

Method of administration.—This activity is administered in naval field installations by the personnel relations officers or the industrial relations officers. The Training Division of the Office of Industrial Relations inspects, reviews, and evaluates the operating efficiency of the installations' activities.

Levels of education concerned.—Nearly all levels of education are covered with the exception of the elementary level. The training

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

provided includes the following: Instructor and conference leader training; work simplification; veterans' training under agreement with the Veterans' Administration; apprentice training; supervisory development; professional development; executive development; and miscellaneous training such as indoctrination, supplementary upgrading, specialist, and public relations.

Geographical areas affected.—This training is conducted at naval installations throughout the United States, Alaska, Guam, the Canal Zone, Puerto Rico, Cuba, and Hawaii.

Number and types of persons affected.—Nearly all persons under this program are civilian employees of the Department of the Navy. During the fiscal year 1950 there were approximately 23,546 persons undergoing some phase of the training.

k. Office of Naval Research and Technical Bureaus

Activity: Research and development programs, partly through contract with educational institutions and other research agencies

Method of administration.—These programs of research and development are administered jointly by the technical bureaus of the Department of the Navy and the Office of Naval Research. The technical bureaus provide the funds for their projects, write specifications, objectives, et cetera. The Office of Naval Research coordinates the projects to prevent duplication and waste of valuable equipment and material. The Office of Naval Research negotiates contracts with universities, colleges, and other research agencies, and collects reports of accomplishments and progress on the projects which it coordinates. The program is administered through contracts with educational institutions and research agencies.

Levels of education concerned.—This program utilizes the highest educational levels in a number of fields of theoretical and applied science.

Geographical areas affected.—The research is carried out at civilian educational and research institutions and agencies throughout the United States. The following table gives the amounts paid by the Navy to institutions and agencies, by States, for the fiscal year 1950:

Alabama	$24,695.00	Nebraska	$5,918.00
Arizona	13,550.00	Nevada	2,500.00
Arkansas	6,950.00	New Hampshire	29,612.00
California	2,697,309.37	New Jersey	992,286.00
Colorado	204,395.31	New Mexico	377,000.00
Connecticut	420,397.85	New York	2,221,212.88
Delaware	29,668.00	North Carolina	75,415.33
District of Columbia	313,624.00	Ohio	320,851.00
Florida	72,348.00	Oklahoma	68,616.25
Georgia	256,327.50	Oregon	88,103.00
Hawaii	2,300.00	Pennsylvania	1,887,896.24
Illinois	2,068,967.60	Puerto Rico	10,000.00
Indiana	449,134.00	Rhode Island	242,533.00
Iowa	134,792.40	South Dakota	2,620.00
Kansas	109,593.00	Tennessee	9,400.00
Kentucky	27,147.00	Texas	607,300.00
Louisiana	77,520.00	Utah	94,218.00
Maine	6,000.00	Virginia	172,727.00
Maryland	988,909.00	Vermont	5,550.00
Massachusetts	6,206,178.43	Washington	231,548.22
Michigan	437,321.00	West Virginia	5,155.00
Minnesota	377,721.20	Wisconsin	39,143.00
Missouri	160,333.33		
Montana	2,743.55	Total	22,577,530.46

Number and types of persons affected.—Data on the number of persons participating is not readily available to the Navy and it would require considerable effort and inconvenience for the institutions involved to present such personnel data. The results of the research and development affect the entire Navy and indirectly the entire national and world population.

5. DEPARTMENT OF DEFENSE—AIR FORCE

a. Air Training Command

Activity: Specialized training program in maintenance and operation of aircraft and other equipment of advanced design (under the supervision of the Directorate of Civilian Personnel)

Method of administration.—This program is divided into two parts. The first is the training of key civilian mechanics and instructors at factories where advanced equipment is developed and manufactured. The second part is carried out by these key mechanics and instructors upon return to their regular duties at Air Force installations. This latter aspect constitutes a part of the "in-service training program." The key personnel train the mechanics and other workers in the maintenance and overhaul of newly designed and recently manufactured aircraft and equipment.

The administration of the factory training of instructors and other key personnel is provided by contract with manufacturers after determination of the training need at Air Force installations. Arrangements are then made with manufacturers of the equipment to provide required training for the maintenance and operation of the equipment. The instructional material or course outline is checked by an Air Force representative. The administration of the training is by the contractor. Certain of this training is provided by manufacturers on a cost-free basis.

Levels of education concerned.—The level of education concerned is usually that of college engineering, but in a narrow, specialized field.

Geographical areas affected.—This program concerns all Air Force installations in the United States, its Territories, and occupied areas of certain foreign countries. According to information obtained from the Department of the Air Force a large expenditure of man-hours of work would be required to furnish a table showing Federal payments under contracts with manufacturers, by States, for training under this program during the fiscal year 1950.

Number and types of persons affected.—The number of civilian instructors and key personnel trained at factories in the fiscal year 1950 was approximately 60 on a tuition contract basis, and an equal number on a cost-free basis. The number of civilian employees benefiting from training given by each factory-trained instructor varies from several to several hundred.

b. Continental Air Command

Activity: Air Force Reserve Officers' Training Corps program in cooperation with colleges and universities

Method of administration.—Administration of the program is under the direction of the commanding general, Continental Air Command. The numbered Air Forces, under this command, supervise the military

professors of air science and tactics who command the units established at the various colleges and universities.

Levels of education concerned.—This program is associated exclusively with higher education.

Geographical areas affected.—The training is carried out at 187 institutions of higher education located in 45 States, the District of Columbia, and Hawaii.

Number and types of persons affected.—The Air Force ROTC basic course is given generally to freshmen and sophomore students at colleges and universities. Approximately 35,600 students were enrolled in the fiscal year 1950. The Air Force ROTC advanced course is given generally to junior and senior students for the primary benefit of the Air Force. It emphasizes military training for future reserve officers in the United States Air Force. The enrollment in the advanced course was approximately 12,000 in the fiscal year 1950.

c. Deputy Chief of Staff for Development

Activity: Aeronautics research and development, through contracts with educational institutions

Method of administration.—The Department of the Air Force enters into contract with colleges and universities for the performance of research services by these institutions. A contracting office of the Air Force negotiates the contracts. The Air Research and Development Command appoints a project officer to work with the educational organization on any problems that arise. Periodic progress reports, in predetermined quantity, are submitted to the project officer by the institution. Upon receipt of the final report on a research project, the project officer determines if all phases of the agreement have been satisfied, and so informs the contract office in order that payment may be made to the educational organization.

Levels of education concerned.—This program is concerned primarily with college and university postgraduate work.

Geographical areas affected.—Educational organizations carrying out the research program for the Air Force are distributed throughout the United States, Alaska, and Canada. The distribution by States for the fiscal year 1950 was as follows:

Arizona (Arizona State College)	$120,000
California (California Institute of Technology, University of California, University of California at Los Angeles, Stanford Research Institute, Stanford University)	1,147,000
Colorado (University of Colorado, University of Denver)	275,000
Connecticut (Yale University)	22,000
Georgia (Georgia Institute of Technology)	64,000
Illinois (University of Chicago, Illinois Institute of Technology, Illinois University, Northwestern University)	871,000
Indiana (University of Notre Dame, Purdue Research Foundation, Rose Polytechnic Institute)	189,000
Iowa (Parsons College, State University of Iowa)	15,000
Kentucky (Kentucky Research Foundation, University of Louisville)	14,000
Maryland (Johns Hopkins University, University of Maryland)	230,000
Massachusetts (Boston University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Tufts college, Wentworth Institute, Williams College)	5,106,000
Michigan (University of Michigan, Wayne University, Wayne Engineering Research Institute)	1,109,000
Minnesota (University of Minnesota)	177,000

Missouri (St. Louis University, Washington University)	$88,000
Nebraska (Hastings College)	4,000
New Jersey (Princeton University, Rutgers University)	87,000
New Mexico (New Mexico College of Agriculture and Mechanic Arts)	9,000
New York (Alfred University, Polytechnic Institute of Brooklyn, Columbia University, Cornell University, Fordham University, New York University, Rensselaer Polytechnic Institute, Rochester University, Syracuse University)	1,188,000
North Carolina (Duke University, North Carolina State College)	118,000
Ohio (Antioch College, Case Institute of Technology, University of Cincinnati, Dayton University, Miami University, Ohio State University, Ohio State University Research Foundation, Psychological Reserve College, Toledo University, Western Reserve University, Wittenberg College)	1,490,000
Oklahoma (Oklahoma Agriculture and Mechanical, University of Oklahoma)	56,000
Pennsylvania (American Institute for Research, Carnegie Institute of Technology, Franklin Institute, Lehigh University, Penn State College, University of Pennsylvania, Temple University)	975,000
Rhode Island (Brown University, Rhode Island State College)	43,000
Texas (University of Texas)	477,000
Utah (University of Utah)	121,000
Virginia (Virginia Polytechnic Institute, University of Virginia)	66,000
Washington (University of Washington)	5,000
Wisconsin (University of Wisconsin)	7,000
Alaska (University of Alaska)	82,000
Canada (McGill University, University of Saskatchewan)	104,000
Total	14,319,000

Number and types of persons affected.—The program is primarily for the Air Force; however, the scientific discoveries are given wide dissemination.

d. Directorate of Civilian Personnel

(1) Activity: Apprentice training program for civilian personnel

Method of administration.—This program is administered directly by and entirely within the Air Force. Basic policy is formulated at the headquarters of the Air Force. The Air Matériel Command has the assignment of developing and maintaining up-to-date instructional material. The immediate administration of the apprentice training is performed at the installations where the apprentices are employed and is under the jurisdiction of the local apprentice training supervisor.

Levels of education concerned.—This training is generally at the level of secondary education with additional technical training reaching into the higher education level in specialized fields.

Geographical areas affected.—This program is confined to Air Force installations (on Federal property) within the United States, specifically in Pennsylvania, Georgia, Texas, Oklahoma, Utah, Ohio, and California. No aids, grants, or payments to other organizations or agencies are involved.

Number and types of persons affected.—The apprentice training for civilian personnel is primarily for the benefit of the Air Force. Approximately 1,000 apprentices were trained during the fiscal year 1950.

(2) *Activity: In-service training for civilian employees*

Method of administration.—The administration of this program is entirely with the Air Force. Plans and policies developed at the headquarters of the Air Force are published as part of the civilian personnel-policy directives. Supervision of the program is performed from the headquarters of the Air Force with intermediate supervision given by the headquaters of the Air Force commands.

Levels of education concerned.—It varies from technical and skills training for mechanics, to administration and management training for supervisors and executives. While not definitely definable, the level of education is within the range of secondary and higher education.

Geographical areas affected.—The in-service training of civilian employees affects all Air Force installations in the United States, Territories, and occupied areas of foreign countries.

Number and types of persons affected.—During the fiscal year 1950 approximately 125,000 employees, or five of each six civilians employed by the Air Force at that time, participated to some extent in training of this type.

e. Directorate of Military Personnel

(1) *Activity: Off-duty educational program for Air Force personnel*

Method of administration.—The Air Force off-duty education program is administered directly by the Department of the Air Force except for those classes offered in cooperation with colleges and universities near Air Force bases. The Air Force directs academic and vocational education through classroom instruction and self-teaching or correspondence courses normally taught in civilian academic and vocational institutions. Correspondence and self-study courses are provided by the United States Armed Forces Institute (USAFI), Madison 3, Wis., which is under the supervision of the Armed Forces Information and Education Division, Office of the Secretary of Defense. Several colleges and universities are cooperating with the Armed Forces by offering correspondence courses through USAFI.

Levels of education concerned.—Subjects offered range from basic elementary through college level.

Geographical areas affected.—This program is world-wide, being effective in all areas where Air Force personnel are stationed.

Number and types of persons affected.—The program is for the benefit of all Air Force personnel. There were approximately 80,000 participants in the fiscal year 1950.

(2) *Activity: Provision of primary and secondary education for dependents*

Method of administration.—In the United States and its Territories the school program for dependents of military and civilian personnel at Air Force installations is administered by the United States Office of Education, Federal Security Agency, and the State or Territory concerned. In oversea areas the Air Force directly administers the dependents school program. Funds are provided by the Annual Military Appropriations Act. The Air Force employs the teachers. In some oversea areas Air Force children attend schools that are under the supervision of the Army and the Navy.

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Levels of education concerned.—The schooling covers all elementary and secondary grades.

Geographical areas affected.—The Air Force operates schools for dependents in oversea areas wherever they are allowed to accompany Air Force personnel. This includes occupied areas and other areas in foreign countries. All Air Force bases in the United States are concerned with the program. According to information obtained from the Department of the Air Force, a large expenditure of man-hours of work would be necessary to furnish a table showing Federal payments to local school districts, by States, for the education of dependents of Air Force Personnel for the fiscal year 1950.

Number and types of persons affected.—These schools are operated for the benefit of dependents of the armed services and federally employed civilian personnel. There were approximately 50,000 beneficiaries under this program during the fiscal year 1950.

f. Directorate of Training

(1) Activity: Air Force technical training program

Methods of administration.—This activity is administered directly by Headquarters, United States Air Force, through the Air Training Command, which is the operating organization. The Director of Training issues broad directives to the Air Training Command setting forth the numbers of military personnel who require technical training and the dates on which the training must be completed. The Air Training Command establishes appropriate courses of instruction and indicates to the headquarters the number of stations and nongovernmental institutions, amount of equipment, and funds required to conduct this training activity.

Levels of education concerned.—These courses are of a technical nature and are generally at the level of secondary and post-secondary education.

Geographical areas affected.—This training activity is carried out on Federal properties in the United States, in nongovernmental institutions in the States, and in England. The table below includes an estimate of funds obligated for training contracts with nongovernmental institutions for the fiscal year 1950:

California	$433,763.29	Pennsylvania	$43,852.00
Louisiana	20,016.00	Texas	4,944.94
Maryland	2,475.92	Washington	89,566.60
New Jersey	7,600.00	England	5,775.00
New York	120,599.96		
Oklahoma	296,250.00	Total	1,024,843.71

Number and types of persons affected.—Approximately 59,293 Air Force military personnel and 460 foreign nationals were trained under this program in the fiscal year 1950.

(2) Activity: Civilian institutions program for technical and scientific education of Air Force personnel

Method of administration.—This program is administered directly by the Air Force and is monitored by the Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio, through the Air University, Maxwell Air Force Base, Ala.

Levels of education concerned.—The program utilizes civilian colleges and universities.

Geographical areas affected.—This program is carried out in the continental United States. Federal obligations under contract for the fiscal year 1950 were as follows, by States:

Alabama	$6,126	Michigan	$63,314
California	77,609	North Carolina	29,614
Colorado	12,253	New Jersey	15,318
Connecticut	1,021	New York	11,233
District of Columbia	24,508	Ohio	67,399
Florida	14,296	Oklahoma	8,168
Georgia	10,212	Pennsylvania	8,168
Idaho	2,042	Tennessee	7,148
Illinois	42,890	Texas	27,571
Indiana	2,042	Virginia	6,126
Iowa	2,042	Washington	3,063
Maryland	7,148	Wisconsin	7,148
Massachusetts	36,763		
Minnesota	7,148	Total	501,391
Mississippi	1,021		

Number and types of persons affected.—The program is for the benefit of military personnel of the Air Force. Approximately 1,200 officers were enrolled in 75 participating civilian institutions and approximately 200 officers were enrolled in special short courses in participating civilian institutions in 1950.

(*3*) *Activity: Medical education research program*

Method of administration.—This program is administered directly by the Air Force and is monitored by the Air University, Maxwell Air Force Base, Ala.

Levels of education concerned.—The program is advanced technical and professional type medical education, principally at the college-graduate level.

Geographical areas affected.—The program is conducted on widely distributed Federal properties in the United States.

Number and types of persons affected.—The program was conducted for approximately 2,250 military personnel of the Air Force in the fiscal year 1950.

(*4*) *Activity: Research training program for technical, scientific, and professional personnel in institutions of higher learning (under the supervision of the Directorate of Civilian Personnel)*

Method of administration.—The Air Force through its research development, engineering, and testing centers determines the training needed for certain of its engineering, scientific, and professional employees. If training essential to effective work performance cannot be conducted within the Air Force, arrangements are made with universities to conduct certain specific graduate-level courses for the individuals performing work which requires this additional training. The immediate administration of the training is by the universities working under contractual arrangement.

Levels of education concerned.—This program is of the higher-education postgraduate level at accredited universities or under the university system with courses conducted at Air Force installations. In certain highly specialized fields representatives of industrial organizations may conduct training.

Geographical areas affected.—During the fiscal year 1950 the States in which this program was conducted and the approximate amounts spent in each State were as follows:

California	$600
Illinois	90
Massachusetts	2,460
Missouri	1,350
New Jersey	7,000
Ohio	90,500
Washington	39,000
Total	132,000

Number and types of persons affected.—This program is for Air Force employees. During the fiscal year 1950 approximately 500 persons were trained in graduate educational programs.

6. DEPARTMENT OF JUSTICE

a. Bureau of Prisons and Federal Prison Industries, Inc.

Activity: General and vocational education of inmates of Federal penal and correctional institutions

Method of administration.—The Bureau of Prisons directly administers this program in its 25 penal institutions. The activity is under the immediate supervision of a superintendent and one assistant working under an Assistant Director of the Bureau through the warden of each institution and his educational staff. Educational personnel, courses of study, equipment, supplies, and training materials are approved by the central office as is the budget for each unit and training project.

Levels of education concerned.—The academic or general education program is developed for elementary, secondary, and higher education because the population of each institution falls into those three classes educationally, and inmates from each group show a decided interest in self-improvement. In the vocational field, the skilled and semiskilled occupations are so organized that training is given in every stage from that of the beginner to journeyman. General and vocational education are so integrated that each trainee entering vocational training is required to supplement his acquisition of skills with academic preparation necessary for his chosen occupation.

Geographical areas affected.—The 25 penal institutions in which the educational program is carried out are scattered throughout the continental United States.

Number and types of persons affected.—The general and vocational educational program is geared to meet the individual needs of inmates in the 25 penal and correctional institutions. During the fiscal year 1950 there was a total enrollment of 13,513 inmates pursuing courses of organized training in these institutions. A larger number of inmates was affected by the numerous debates, forums, lectures, craft sessions, music appreciation meetings and other educational activities carried out as a part of the broad educational program.

b. Federal Bureau of Investigation

(*1*) *Activity: Operation of the FBI National Academy*

Method of administration.—The program is administered directly by the FBI, utilizing almost exclusively FBI personnel, but, in addition, a number of experts in various fields of law enforcement serve as visiting instructors.

Levels of education concerned.—The specialized instruction is generally at the level of postsecondary education. Most of the trainees are high-school graduates, but some are college graduates and a few only elementary-school graduates.

Geographical areas affected.—A law-enforcement officer from any State, county, or municipal law-enforcement agency is eligible to attend the Academy, as well as representatives from law-enforcement agencies in the territorial possessions of the United States. On occasion, students from foreign countries, particularly Canada, are accepted. The entire training program is carried on at the FBI in Washington, D. C., and at the FBI Academy on the United States Marine Reservation at Quantico, Va.

Number and types of persons affected.—Attendance is restricted to law-enforcement officers who are employed in a full-time capacity by law-enforcement agencies. During the fiscal year 1950, 172 persons were given such training.

(*2*) *Activity: Operation of field police schools*

Method of administration.—Upon invitation the FBI participates in the work of police schools held throughout the United States and its territorial possessions. The FBI assists either by making available lecturers or instructors on certain law-enforcement topics, or in some cases, by cooperating to the extent of helping to organize and administer the entire school. This is a cooperative law-enforcement function, and the FBI makes no charges for the services rendered.

Levels of education concerned.—There are no educational qualifications for attendance at local police schools, the only requirement of eligibility being that the student be a regular law-enforcement officer. Consequently, the educational qualifications of those who attend vary, and the level of education varies correspondingly. The schools therefore are concerned with education at all levels.

Geographical areas affected.—These schools are held throughout the entire United States and its territorial possessions, and most of the schools are held on the premises of the sponsoring law-enforcement agency.

Number and types of persons affected.—During the fiscal year 1950, 2,979 such schools were attended by a total of 89,370 persons representing law-enforcement agencies in the continental United States and its Territories.

(*3*) *Activity: Provision of in-service agent training*

Method of administration.—The training is administered entirely by the Federal Bureau of Investigation.

Levels of education concerned.—The program corresponds to the level of professional school training and college graduate courses.

Geographical areas affected.—Special agent personnel assigned to all the continental and territorial field offices of the Federal Bureau of Investigation, as well as some personnel on foreign assignments,

attend. The training is at the FBI headquarters in Washington, D. C., and at the FBI Academy on the United States Marine Reservation at Quantico, Va.

Number and types of persons affected.—Enrollment for training is confined to Federal civilian personnel who are employed as special agents in the FBI. For the fiscal year 1950, 1,298 persons were given such training.

c. Immigration and Naturalization Service

(*1*) *Activity: Cooperation with the public schools of the United States, Alaska, and Hawaii, in a program of citizenship education for candidates for naturalization studying under the supervision of the public schools*

Method of administration.—Citizenship education is administered by the public schools of the United States, Alaska, and Hawaii, with the cooperation of the Immigration and Naturalization Service, which publishes the Federal Textbook on Citizenship (paid for out of naturalization fees) for use in public-school classes teaching Americanization to candidates for naturalization. No Federal funds are made available to operate any citizenship classes, but under statutory authority the Immigration and Naturalization Service furnishes part of the texbooks free of charge.

Levels of education concerned.—The program is concerned with education in the public elementary and secondary schools.

Geographical areas affected.—The citizenship education program covers the entire United States, Alaska, and Hawaii.

Number and types of persons affected.—The program is administered by the public schools to benefit directly the alien in the United States who is seeking to prepare himself to assume the duties and responsibilities of American citizenship. By fitting these people to assume such responsibilities intelligently, the entire population of the United States is indirectly benefited. During the fiscal year ended June 30, 1951, a total of 69,765 candidates for naturalization enrolled in 1,847 public-school classes received assistance under this program.

(*2*) *Activity: Correspondence training program for field personnel*

Method of administration.—This program is administered by the training office in the Administrative Division of the Immigration and Naturalization Service. All lessons are presented in a manner similar to that used by leading extension schools. Lessons and exercises are devised by the training office, and completed exercises are reviewed, criticized, and scored by that office. Contact between the training office and the student is direct. Periodic reports of progress are made to supervisors of enrollees.

Levels of education concerned.—The specialized training is generally at the level of post-secondary education.

Geographical areas affected.—The program is available to employees in all parts of the United States and its possessions, and to those stationed in Canada, Cuba, and the occupied zones of Europe.

Number and types of persons affected.—During the fiscal year 1950 about 700 persons were trained under this program. This figure does not include about 1,000 employees who ordered lessons for occasional study and reference but did not return exercises for review and scoring.

(*3*) *Activity: Operation of the United States Immigration Border Patrol Training School, El Paso, Tex.*

Method of administration.—The school is administered by a director under the supervision jointly of the officer in charge of the El Paso, Tex., immigration district and the Assistant Commissioner of the Administrative Division of the Immigration and Naturalization Service in Washington, D. C.

Levels of education concerned.—The specialized training is generally at the level of post-secondary education.

Geographical areas affected.—The school operates in quarters rented at nominal cost from New Mexico State College at Las Cruces. Trainees are later assigned to various border patrol posts, usually on the United States-Mexican border.

Number and types of persons affected.—The school is open only to trainee patrol inspectors. During the fiscal year 1950, 100 trainees attended the sessions which were then being conducted at El Paso, Tex.

7. POST OFFICE DEPARTMENT

According to information obtained from the Post Office Department, it is carrying on no activities within the scope of this study.

8. DEPARTMENT OF THE INTERIOR

a. Bonneville Power Administration

(*1*) *Activity: Apprenticeship training program*

Method of administration.—The apprenticeship training program of the Bonneville Power Administration is administered entirely by the agency. Related instruction for the apprentices is conducted through the assistance of certain institutions of higher learning. The State vocational education divisions of the States of Oregon and Washington, and the United States Department of Labor, Bureau of Apprenticeship, assist in the development of techniques, standards, and instructional material.

Levels of education concerned.—The program is geared exclusively to the development of craft skills but the services of cooperating organizations are used in the conduct of related instruction. In general the training is at the level of secondary and post-secondary education.

Geographical areas affected.—The program is confined to the States of Oregon, Washington, Idaho, and Montana where Bonneville Power Administration employees are stationed.

Number and types of persons affected.—This program is conducted for the benefit of Federal civilian personnel, both veteran and nonveteran. Approximately 50 apprentices annually receive training.

(*2*) *Activity: College cooperative research program*

Method of administration.—This program is administered on a cooperative basis under contractual agreements between Bonneville Power Administration and the various participating colleges and universities. Each agreement sets forth the primary objectives and general scope of the project and provides for the cooperative evaluation of results.

Levels of education concerned.—The program utilizes the facilities and personnel of colleges and universities.

Geographical areas affected.—The college cooperative research program has been carried out exclusively within the Northwestern States of Oregon, Washington, Idaho, and Montana.

During the fiscal year 1950 Federal payments were made to institutions in only two of these States, as follows:

Oregon (Oregon State College, $2,924; University of Oregon, $1,099)	$4,023
Washington (University of Washington, $3,410; Washington State College, $5,509)	8,919
Total	12,942

Number and types of persons affected.—The program is designed for the immediate benefit of the Bonneville Power Administration but the ultimate beneficiaries are all people living within the areas served by the Administration, as well as other similar organizations which may take advantage of Bonneville Power Administration developments in the field of electrical transmission.

b. Bureau of Indian Affairs

Activity: Indian education [3]

Method of administration.—The education of Indian children in public schools is provided for by contract between the Bureau of Indian Affairs and the State departments of education in some States and by contract with local school districts in other States where no State contract exists. The education of Indian children in Federal schools is administered directly by the Bureau of Indian Affairs.

Levels of education concerned.—Federal Indian schools are operated at elementary and secondary levels, with emphasis on vocational training, and offer some post-high-school work in certain areas. A continuing program of adult education is also carried on through all Federal Indian schools.

Geographical areas affected.—Federal Indian schools are operated on Federal properties in Alaska and in 19 States as follows: Arizona, California, Colorado, Florida, Iowa, Kansas, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Utah, and Wyoming. During the fiscal year 1950, contracts with State public-school authorities were in effect with 14 States and with 45 local districts in 5 States not having a State contract, involving Federal payments in the following amounts, by States:

State contracts:		District contracts:	
Arizona	$105,000	Iowa	$7,500
California	322,000	Kansas	12,875
Idaho	65,000	New Mexico	33,713
Minnesota	288,000	Utah	20,000
Montana	288,188	Wyoming	20,000
Nebraska	48,220		
Nevada	100,400	Total	94,088
North Dakota	33,420		
Oklahoma	320,000		
Oregon	53,650		
South Dakota	76,000		
Texas	18,000		
Washington	120,700		
Wisconsin	225,000		
Total	2,063,578		

[3] This program has been slightly modified under Public Laws 815 and 874, 81st Cong., administered by the U. S. Office of Education.

Number and types of persons affected.—The program is for the benefit of Indian, Eskimo, and Aleut children of one-fourth or more native blood, residing on nontaxable land, and having parents who maintain tribal affiliations. In 1950, educational facilities were furnished to more than 36,320 native children in Federal schools operated by the Bureau of Indian Affairs, and assistance was given on behalf of more than 31,000 native children in public schools. Elementary boarding facilities are restricted to the enrollment of orphans, dependent children, or those who live too far away from schools to attend on a day basis. Native high-school students are admitted to Federal vocational boarding high schools when vocational offerings are not available in local day high schools.

c. Bureau of Mines

(*1*) *Activity: Cooperative program for graduate study at the University of Washington, Seattle, Wash.*

Method of administration.—In cooperation with the Northwest Experiment Station of the Bureau of Mines, the University of Washington has offered four to six research fellowships annually to selected college students throughout the United States and on several occasions to students from foreign countries. Such students are assigned to the various research laboratories and experiment stations of the Bureau and work under the administration and guidance of Bureau scientists on investigations and research currently of importance to the mineral industries. Students also spend part time in graduate classroom study and usually complete requirements for master-of-science degrees during the fellowship year. Bureau of Mines scientists likewise furnish to the faculty of the university a report on the efficiency of the student and his qualifications in relationship to the awarding of the degree.

Levels of education concerned.—This scholarship program is in the field of higher education.

Geographical areas affected.—The activity is carried out on Federal properties in the United States at Bureau stations and laboratories cooperating with the University.

Number and types of persons affected.—Currently, six research fellows are carrying on investigations relating to the beneficiation and utilization of coal and nonmetallic minerals. The number of persons who will be affected by the results of these investigations cannot be estimated.

(*2*) *Activity: Employee-safety training program*

Method of administration.—The employee-safety program of the Bureau of Mines is conducted by a central safety committee composed of representatives holding responsible administrative positions throughout the divisions of the Bureau. This committee is responsible to the Bureau safety engineer located in the Administrative Division of the Washington office. Additional safety engineers serve at other Bureau experiment and research stations throughout the United States.

Levels of education concerned.—This is a Bureau activity and is not applicable to other than Bureau personnel. The instruction is at the secondary and postsecondary levels.

Geographical areas affected.—The activities are carried out only on Federal properties, including all of the experiment stations and re-

search laboratories of the Bureau located throughout the United States, as well as the Washington office.

Number and types of persons affected.—This program is for the protection and benefit of all the Federal civilian personnel of the Bureau of Mines, numbering approximately 5,000.

(*3*) *Activity: International information and educational activities in cooperation with the Department of State*

Method of administration.—This activity is administered by the Bureau of Mines through in-service training awards approved and sponsored by the Interdepartmental Committee on Scientific and Cultural Cooperation. The awards fall in two categories, those involving no expense to the Federal Government, such expense being borne by the country involved; and those involving the use of United States Government funds advanced to the Bureau of Mines by the Department of State. Actual administration of the program occurs at the various experiment stations and research laboratories of the Bureau. The stations participating include those at Salt Lake City, Utah; Denver, Colo.; and Bartlesville, Okla.

Levels of education concerned.—Beneficiaries of this program include college professors, students, Government career employees, and industrial workers in various foreign countries. The training is generally at the level of postsecondary education.

Geographical areas affected.—These programs are carried out on Federal properties in the United States.

Number and types of persons affected.—This program is still in its infancy, and only a few awards have been granted by the Bureau of Mines thus far. In the fiscal year 1950, two Mexican Government career employees received training.

(*4*) *Activity: Mine-safety training program*

Method of administration.—The Bureau of Mines directly administers this program. It requires constant research and investigation of accidents, inspection of mines, and the mineral industries. The findings from these investigations have formed the basis of an educational plan comprising the following categories: Accident-prevention training for supervisors and workmen in the mineral industries; production of visual aid, through motion pictures and actual accident-prevention demonstrations; first-aid and mine-rescue training for supervisors and workmen in mineral industries. The training is accomplished through lectures, sound motion pictures, exhibits, and actual demonstrations by trained Bureau personnel. Bureau engineers have designed special equipment to demonstrate the control of fire hazards in connection with the handling of petroleum products; control of explosions resulting from static electricity; and explosibility of various gases by electrical sources, coal dusts, and other atmospheric contaminants from metals, oil shale, and limestone.

Levels of education concerned.—Officials and trained personnel of the Bureau present these training programs and conduct classes of students at most of the universities and schools of mining throughout the United States as well as in private industry. This training is not fixed at any educational level, but is roughly within the range of postsecondary education.

Geographical areas affected.—The opportunity to obtain the Bureau of Mines training in matters pertaining to health and safety is

available in all mineral-producing States and Alaska. The text on first-aid and mine rescue has been adopted in several foreign countries.

Number and types of persons affected.—The lecture and demonstration on the flammability of gasoline vapors was shown in 30 States with an approximate attendance of 40,000 at a total of 219 meetings during the first half of 1950. A total of 1,002 meetings was attended by 217,220 persons participating in first-aid and mine-rescue contests and attending safety meetings. The sound motion pictures, exhibits, and demonstrations covering various phases of safety and accident-prevention activities were attended by 215,000 at a total of 870 meetings. Such meetings were held at the request of the armed services, Federal agencies, the mineral and mining industries, and civilian groups located in States producing the commodities involved.

(*5*) *Activity: Visual-education program*

Method of administration.—The motion-picture instructional activities of the Bureau of Mines are carried out in cooperation with the mineral and allied industries. All costs incidental to the preparation of the instructive films and provision of copies for circulation are defrayed by the allied and mineral industries. The Bureau bears only the overhead costs connected with distribution of the films through its field offices and various circulation centers and is solely responsible for the administration of this educational activity. Borrowers pay no charges for use of the films except to pay transportation charges to and from the circulation centers. To meet the demands of the public, the Bureau has established a library of films.

Levels of education concerned.—The Bureau of Mines circulates approximately one-third of the visual-education films through its own field offices. The remainder of the films are requested by universities for use in their visual-education branches. Public libraries, city and county boards of education, and similar public-service agencies request the use of the films also, thus indicating that all levels of education are concerned.

Geographical areas affected.—These films have been shown in practically every State of the Union. The limited number of copies of the films does not permit circulation outside the continental United States.

Number and types of persons affected.—Records of the Bureau of Mines indicate that attendance at showings of these films has been in excess of 12 million persons in 1 year. Since the establishment of the library, it is estimated that the films have been viewed by approximately 150 million persons.

d. Bureau of Reclamation

(*1*) *Activity: Cooperative settler-assistance program carried out in collaboration with State agricultural colleges*

Method of administration.—This program of work is formulated jointly by the Bureau of Reclamation and the agricultural extension services of cooperating States. The State agricultural extension service employs an assistant county agent or irrigation specialist to give special assistance to settlers on reclamation projects. The assistant county agent is under the administrative and technical supervision of the extension service. The bureau supplies him with all available information, such as land-classification data, and may, upon request,

assist him on technical and engineering aspects of the work. Under provisions of a memorandum of understanding between the two agencies, the Bureau reimburses the extension service for part or all of the salary of the assistant county agent.

Levels of education concerned.—The program is principally concerned with individual technical assistance to settlers as well as group meetings, tours, and other activities. Instruction is at all educational levels.

Geographical areas affected.—All Bureau of Reclamation project areas are affected, but during the fiscal year 1950 particularly those on the Columbia Basin, Yakima, Boise, Deschutes, Riverton, Shoshone, Kenrick, Milk River, Tucumcari, W. C. Austin, and Republican River Valley project areas.

Number and types of persons affected.—Services of assistant county agents are available to all settlers on the projects where such agents are employed. The number of settlers actually receiving services may be less than the total number of settlers, as some may not desire or request such services.

(*2*) *Activity: Financial assistance to local school districts of the Fort Peck project whether during construction or operation and maintenance of the project* (*1950*) [2]

Method of administration.—The Bureau of Reclamation provides this assistance, reimbursing the Department of the Army, which in turn reimburses the school district for the cost of education provided pupils eligible for benefits under the statutory authorization.

Levels of education concerned.—The program is one of elementary and secondary education.

Geographical areas affected.—The activity is carried out on real property of the United States at or near Fort Peck, Mont. During the fiscal year 1950 the Federal payment to school districts in that State amounted to $2,970.

Number and types of persons affected.—Dependents of persons engaged in the construction or operation and maintenance of the project receive the benefits. In 1950 the Bureau provided for the education of 29 pupils.

(*3*) *Activity: Financial assistance to local school districts while projects of the Bureau are in construction status* (*1950*) [2]

Method of administration.—Administration is by cooperative agreement between the Bureau and the local school districts concerned. The Bureau of Reclamation reimburses the school district for the cost of education provided pupils eligible for benefits under the statutory authorization.

Levels of education concerned.—The program is one of elementary and secondary education.

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[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

Geographical areas affected.—Federal properties and lands adjacent thereto are affected in the following States, in which local school districts received the amounts shown for the fiscal year 1950:

Colorado	$5,881.60
Montana	6,627.08
Nebraska	20,826.50
Washington	90,568.46
Wyoming	2,302.00
Total	126,205.64

Number and types of persons affected.—During the fiscal year 1950, 787 dependents of employees of the Bureau and its contractors engaged in actual construction of Bureau projects received benefits under this arrangement.[2]

(4) *Activity: In-service training program for foreign engineers*

Method of administration.—The Bureau of Reclamation administers this activity in cooperation with the Department of State, Economic Cooperation Administration, and other Government agencies under Public Laws 402 and 472, Eightieth Congress, and other applicable foreign technical-assistance legislation. Reimbursement of costs is made by these agencies to the Bureau of Reclamation. In cases where foreign governments share the cost, the foreign government reimburses the Bureau through the Department of State.

Levels of education concerned.—The training given is at the level of higher education.

Geographical areas affected.—The training particularly affects the various countries represented by the trainees.

Number and types of persons affected.—Thirty-two foreign graduate engineers received benefits of training under this arrangement during the fiscal year 1950.

(5) *Activity: Tuition payments to Boulder City schools for dependents of Federal employees living in or in the immediate vicinity of Boulder City (1950)* [2]

Method of administration.—The Bureau of Reclamation makes the payments directly to the Boulder City school district. The local school authorities provide the instruction.

Levels of education concerned.—The education furnished is at the elementary and secondary levels.

Geographical areas affected.—Federal properties and lands adjacent thereto in the State of Nevada are affected. For the fiscal year 1950 the Federal payment to the Boulder City school district amounted to $52,219.64.

Number and types of persons affected.—Dependents of employees of the United States living in or in the immediate vicinity of Boulder City, Nev., numbering 412 persons (pupils) received benefits during the fiscal year 1950.

c. Fish and Wildlife Service

(1) *Activity: Educational program, Pribilof Islands, Alaska*

Method of administration.—The educational program for the two small communities on the special Government reservation embracing the Pribilof Islands is administered directly by the Fish and Wildlife

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

Service, with the technical advice of the Territorial Department of Education for Alaska. Under the terms of an agreement concluded between the two agencies on September 7, 1948, the school program for the Pribilof Islands has been closely integrated with the program for the Territory as a whole.

Levels of education concerned.—All Aleut residents on the Pribilof Islands reservation between the ages of 5 and 16 are required to attend the elementary schools maintained on each of the two inhabited islands. Plans have been completed for the addition of a ninth grade on St. Paul Island as the first step in the establishment of a high-school program on the islands.

Geographical areas affected.—The school program is limited to two small islands in Bering Sea north of Dutch Harbor, Alaska. The Pribilof group constitutes a special Government reservation, set aside by Congress in 1869 for the protection of the Alaska fur seals and for other purposes.

Number and types of persons affected.—The Pribilof Islands school program is for the benefit primarily of the resident Aleut population of approximately 550. From time to time the children of Federal civilian personnel stationed on the islands also attend the schools. During the school year 1949–50 about 122 children received instruction.

(*2*) *Activity: Fishery technological research fellowship program*

Method of administration.—This program is administered through cooperative fellowship arrangements between educational institutions and the Fish and Wildlife Service. The studies are carried out under the supervision of the Service's laboratory personnel.

Levels of education concerned.—The program is carried out in cooperation with educational institutions of higher educational level only.

Geographical areas affected.—Only two institutions, the University of Maryland and the University of Washington, have agreements with the Service to participate in the research fellowship program. Fellowships for the fiscal year 1950 were financed by the University of Maryland.

Number and types of persons affected.—During the fiscal year 1950, four persons from the University of Maryland participated in the program. The research is carried out for the benefit of the whole population of the United States.

(*3*) *Activity: Training in fishery science and wildlife management under the international exchange-of-persons program*

Method of administration.—The program is administered directly by the Fish and Wildlife Service, in cooperation with the Department of State and with foreign governments.

Levels of education concerned.—The activity is associated with educational institutions of higher educational level only, and the training is generally at the level of higher education. Most trainees attend a college or university during the school year, and visit research laboratories and field stations during vacations. A few trainees receive instruction at Federal or State research laboratories or field stations throughout the period of training.

Geographical areas affected.—The program is carried out at various places in the United States. Tuition was paid for two trainees in the fiscal year 1950 to institutions in two States, as follows:

California (Stanford University)	$400
Michigan (University of Michigan)	565
Total	965

Number and types of persons affected.—The program is for the benefit of the United States and cooperating countries. During 1950 there were three trainees.

(4) *Activity: Training, research, and technical assistance carried out through cooperative wildlife research units at colleges and universities*

Method of administration.—The Nation-wide aspects of the cooperative wildlife research unit program are administered by the Fish and Wildlife Service. Each of the 17 units, however, is administered by a coordinating committee composed of representatives of the Fish and Wildlife Service, the State conservation department, and the land-grant college involved. Thus the program is one of Federal-State cooperation in which the Wildlife Management Institute (a private, nonprofit organization) designates the Service as its agent in the unit administration.

Levels of education concerned.—The program involves the training of college wildlife students at the graduate levels. Undergraduate training is also facilitated.

Geographical areas affected.—The cooperative wildlife resarch units are located in 16 States and Alaska. This distribution of units covers most of the various types of ecological areas in the country facilitating the applications of research findings in wildlife management projects.

Number and types of persons affected.—The program is for the benefit of the whole citizenry. The results of the research projects conducted at the units are used by the State conservation departments and other conservation agencies in their wildlife management programs.

f. Geological Survey

Activity: Field, laboratory, and academic training of foreign graduate geologists and engineers

Method of administration.—The Geological Survey's programs of field laboratory, and academic training of foreign graduate geologists and engineers are administered by the Director of the Geological Survey through its several technical divisions, in cooperation with the Department of State and the Economic Cooperation Administration.

Levels of education concerned.—Most of the foreign trainees requesting training in the Geological Survey are selected for on-the-job training. A few are selected for academic training, which the Geological Survey arranges for universities to give. The on-the-job training is at the level of higher education.

Geographical areas affected.—The principal training given by the Survey to foreign technicians is through their assignment to work with Survey technicians performing field investigations in various countries in cooperation with their governments. During the fiscal

year 1950 those countries were: Mexico, Brazil, Peru, the Philippines, Republic of Korea, India, Saudi Arabia, Thailand, and the British colonies in Africa.

During the fiscal year 1950, three trainees were enrolled for graduate work at universities, only one of whom was financed by Federal funds for the university work. The total amount paid to that university was $620.

Number and types of persons affected.—The program is primarily for the benefit of the cooperating foreign countries. It is expected that the whole citizenry of the United States ultimately will benefit as the program advances and the mutual security of all nations is increased. During the fiscal year 1950 the number of foreign geologists who received training was 12.

g. National Park Service

(*1*) *Activity: Operation of the Yosemite Field School*

Method of administration.—The Yosemite Field School is administered by the board of directors of the Yosemite Natural History Association and the naturalist staff of Yosemite National Park, whose salaries are paid from National Park Service funds. Besides assisting in the administration of the school, the naturalist staff act as instructors.

Levels of education concerned.—The Yosemite Field School provides education at the higher (graduate) level.

Geographical areas affected.—The school is conducted on Federal property in Yosemite National Park. The program does not involve Federal grants-in-aid or other payments to States, or contracts with governmental or nongovernmental institutions or agencies in the States.

Number and types of persons affected.—During the fiscal year 1950, a total of 20 students attended the school, which is operated for the ultimate benefit of the whole citizenry.

(*2*) *Activity: Provision of school facilities for children of employees of Yellowstone National Park (1950)* [2]

Method of administration.—The school program is administered by the local school districts. Yellowstone National Park School, the elementary school at park headquarters, is administered by a local school board, a cooperative agreement having been worked out between it and the National Park Service for reimbursement of school costs on a pro rata basis.

To provide elementary educational facilities for Federal dependents so situated that they cannot attend the headquarters school and for those attending high schools adjacent to the park, the National Park Service has worked out cooperative agreements with appropriate grade- and high-school districts for reimbursement of school costs on a pro rata basis.

Levels of education concerned.—The program pertains to education at the elementary and secondary levels.

Geographical areas affected.—This activity is carried out partly in Yellowstone National Park and partly in the States of Wyoming, Montana, and Idaho. The appropriate school districts are reim-

[2] This activity is being principally transferred in 1951 to the Office of Education under provision of Public Laws 815 and 874, 81st Cong.

bursed for children of park employees attending schools in those States in which the park is situated. Amounts paid to the school districts in the respective States are dependent upon the number of children of park employees attending the schools. For the fiscal year 1950 the approximate Federal payments made to school districts were as follows, by States:[4]

Montana	$3,886
Wyoming	664
Total	4,550

Number and types of persons affected.—The program is for the benefit of children of Federal civilian personnel. A total of 69 children benefited by the program during the fiscal year 1950.

h. Office of Territories

(*1*) *Activity: Aid to Alaskan public schools*

Method of administration.—This program terminated in the fiscal year 1950. Under statutory provisions 25 percent of the revenues paid into the "Alaska fund" were earmarked for schools in the Territory. Payments were made to the treasurer of Alaska by the Secretary of the Treasury upon the order and voucher of the Governor of Alaska.

Levels of education concerned.—During the fiscal year 1950 the program gave assistance to elementary and secondary schools.

Geographical areas affected.—Assistance was rendered to the Palmer School in the Territory of Alaska.

Number and types of persons affected.—The program originally applied to the entire Territory. Funds in 1950 were applied only to the Palmer school district. The school was attended by approximately 500 students.

(*2*) *Activity: Training of foreign nationals under the Government's Point Four program*

Method of administration.—This program is administered under an agreement with the Technical Cooperation Administration of the Department of State. Funds are authorized and allocated to the Office of Territories by the TCA from money appropriated under Public Laws 402 and 535. The Office of Territories maintains a small staff in Puerto Rico which is jointly financed by funds allocated by the TCA, and funds appropriated for this purpose by the Government of Puerto Rico. The staff in Puerto Rico coordinates the training activities of all the agencies of the Puerto Rican government, arranges schedules for trainees, secures housing, and in general is responsible for the trainees while they are in Puerto Rico.

Levels of education concerned.—The training consists of on-the-job in-service training generally at the level of higher education.

Geographical areas affected.—Trainees in Puerto Rico have come from most of the Latin-American countries, and also from India, Malaya, Ceylon, Tanganyika, Liberia, and Egypt.

Number and types of persons affected.—Under the program 16 grants have been awarded to applicants from 10 Latin-American countries, in the fields of water resources, aqueduct and sewer, and

[4] No children of park employees attended schools in the State of Idaho during the fiscal year 1950.

tropical medicine. A number of trainees were in Puerto Rico who had been awarded grants by other Federal agencies, and were sent to Puerto Rico for part of their training.

i. Office of the Secretary

(*1*) *Activity: Departmental management training program*

Method of administration.—The departmental management training program is administered by the Division of Personnel Management, Office of the Secretary, as a part of its regular activities. The Chief of the Branch of Training is directly responsible for the program. The Departmental Executive Development Committee, composed of the Administrative Assistant Secretary as Chairman, the Director of Personnel, Vice Chairman, the Chief of the Branch of Training, and the heads of each of the Department's bureaus, gives advice in the operation of the program and assists in getting bureau coordination.

Levels of education concerned.—The departmental management training program is a high-level activity for carefully selected trainees who have given evidence of having management aptitude. These trainees are enabled to take tuition-free courses on after-hours basis at the George Washington University, chiefly at the graduate level.

Geographical areas affected.—Approximately half of the trainees are from Washington, D. C., and the other half are from field activities. The training is conducted chiefly in Washington, but trainees are given field assignments when required.

Number and types of persons affected.—The training is for the benefit of the Department of the Interior through development of career employees for work in natural resources management. Approximately 20 trainees have been selected and trained each year since 1949.

(*2*) *Activity: The supervisors' forum*

Method of administration.—This program was terminated in the fiscal year 1950. It was administered by the Division of Personnel Management, Office of the Secretary. A training officer of the Division was immediately responsible for the conduct of the forums which were given twice a year.

Levels of education concerned.—The persons selected for the forum were generally upper-level supervisors and the training was usually at the level of post-secondary education.

Geographical areas affected.—Only supervisors from the Washington bureaus and offices of the Department were included in this activity.

Number and types of persons affected.—Two groups of administrative and professional employees were trained each year.

(*3*) *Activity: Verbatim reporting class*

Method of administration.—This class terminated in the fiscal year 1950. It was administered by the Division of Personnel Management, Office of the Secretary, for the benefit of the bureaus of the Department. A training officer of the Division gave part-time attention to the conduct of the class.

Levels of education concerned.—The verbatim reporting class was given to a small group of stenographers to increase their speed in shorthand from a minimum of 120 words a minute to 175 words a

minute or over. The training was at the general level of post-secondary education.

Geographical areas affected.—The class was held for stenographers from the bureaus in Washington.

Number and types of persons affected.—Only a small number of carefully selected stenographers were enrolled in the class.

9. DEPARTMENT OF AGRICULTURE

a. Agricultural Research Administration[5]

(*1*) *Activity: Cooperative animal research operating through the agricultural experiment stations of the land-grant colleges and veterinary institutions*

Method of administration.—This program is one of Federal-State cooperation with occasional services provided through contract. Some of the research projects are conducted by specialists who have no other duties. Others are carried out by teachers and extension workers who spend only a portion of their time on technical research.

Levels of education concerned.—The research is carried out at institutions of higher education, but the findings from the research are available for use in both secondary and higher education.

Geographical areas affected.—Work is carried out at State stations in most of the 48 States, Alaska, and at Federal field stations. Federal obligations for research under contract in the fiscal year 1950 amounted to $3,000. This covered one contract with the Iowa State College at Ames, Iowa.

Number and types of persons affected.—The program is carried out principally for the benefit of farmers, ranchers, and others engaged in the production of livestock, and related activities.

(*2*) *Activity: Plant, soil and agricultural engineering research conducted in cooperation with the agricultural experiment stations of land-grant colleges*

Method of administration.—This program is administered directly by the Agricultural Research Administration. Most of the research is conducted in cooperation with State agricultural experiment stations, various Federal agencies, or other public or private organizations. The responsibilities and working arrangements with each cooperator for the various projects are generally covered by cooperative agreements or memoranda of understanding.

Levels of education concerned.—The State agricultural experiment stations and some of the other agencies with which the cooperative work is conducted are closely connected with the State land-grant colleges and universities or other institutions of higher education. One means of disseminating the research results is through the Federal-State agricultural extension services which are usually closely associated with State colleges or universities. The findings from the research are available for use in both secondary and higher education.

Geographical areas affected.—The research is conducted at approximately 200 locations scattered over the United States as a whole, and in Puerto Rico and the Canal Zone. At some of the locations, the

[5] See also the following sections on the Bureau of Agricultural and Industrial Chemistry, Bureau of Entomology and Plant Quarantine, Bureau of Human Nutrition and Home Economics, and Office of Experiment Stations, which are constituent agencies of the Agricultural Research Administration.

facilities are entirely federally owned or leased; at others, certain facilities may be federally owned while the balance are owned by the cooperator; but at the majority of the locations the land and buildings are owned and operated by the cooperating State or other agency. Only a limited amount of the research program is conducted under contract with other agencies. In the fiscal year 1950, the sum of $14,000 was obligated under a contract with the Battelle Memorial Institute, Columbus, Ohio.

Number and types of persons affected.—The program is directed especially toward aiding the American farmer but is also for the benefit of the whole citizenry.

(3) *Activity: Research in cooperation with the agricultural experiment stations of the land-grant colleges in dairy cattle breeding, feeding, management, and nutrition, the physiological factors of reproduction, values of forage, and the manufacture of foreign-type cheese; and the conduct in cooperation with the State extension services of a national dairy herd improvement program*

Method of administration.—The activities are administered through Federal-State cooperative arrangements, and in most cases the Federal-State cooperation is formal in character, the exception being in the case of the national dairy herd improvement program. While in this case close cooperation exists between the State extension services and the Bureau of Dairy Industry, such cooperation is informal only.

Levels of education concerned.—The program is associated with institutions of higher education, specifically, State colleges and their connected services such as State agricultural experiment stations and extension services. The findings from the research are available for use in both secondary and higher education.

Geographical areas affected.—The national dairy herd improvement program is carried out in all 48 States, and in Alaska, Puerto Rico, and Hawaii. That part of the program which is conducted by the Bureau of Dairy Industry is located in Washington, D. C. Other activities are carried on in the States of Maryland, North and South Carolina, Georgia, Louisiana, Tennessee, Texas, Colorado, Indiana, Illinois, Montana, Minnesota, Wisconsin, Michigan, New York, New Jersey, Connecticut, and Ohio. Activities are conducted on Federal properties in the States of Maryland and Tennessee only. Cash payments to experiment stations in the fiscal year 1950 were as follows: Wisconsin, $6,350 and Connecticut, $3,000.

Number and types of persons affected.—Although primarily for the benefit of dairy farmers, the program is indirectly for the benefit of the whole citizenry.

(4) *Activity: Study of the correlation of United States grades of hay with nutritive values for various classes of livestock, in cooperation with agricultural experiment stations of two land-grant colleges*

Method of administration.—This activity is administered as a Federal-State cooperative program.

Levels of education concerned.—The program is associated with institutions of higher education, specifically, State colleges of agriculture. The findings from the study are available for use in secondary and higher education.

Geographical areas affected.—The work is conducted on Federal properties in Montana and Tennessee.

Number and types of persons affected.—The program is principally for the benefit of dairy farmers.

b. Bureau of Agricultural Economics

(*1*) *Activity: Economic research and statistical service in cooperation with the agricultural experiment stations of the land-grant colleges and other State agencies and educational institutions*

Method of administration.—The work is administered largely as a Federal-State cooperative program under a variety of cooperative arrangements entered into by mutual agreement between the parties concerned. The Bureau of Agricultural Economics confers with the State agencies on economic research contemplated within each State. Arrangements are made, details of projects are planned, and each agency furnishes such means and performs such services on each line of work as are found to be mutually advantageous. The Bureau, however, is free to conduct research even though no State agency is in a position to assist with it.

Levels of education concerned.—The findings from the research are made available to all concerned but are used very widely in educational work by the Extension Service of the Department of Agriculture and other educational agencies. The institutions in the States with which the Bureau cooperates are principally colleges and universities.

Geographical areas affected.—This Bureau's research and statistical services cover the United States as a whole, but there is a considerable variation in the programs in different States and in the scope of the cooperation in effect. The programs and cooperation vary also from year to year as the needs for new data arise.

Number and types of persons affected.—The work of the Bureau is for the benefit of the whole citizenry, but is especially for farmers and other persons concerned with agriculture.

(*2*) *Activity: Marketing research and service* (*under title II of the Research and Marketing Act of 1946*) *in cooperation with the agricultural experiment stations of the land-grant colleges and other State agencies and educational institutions*

Method of administration.—The work is administered largely as a Federal-State cooperative program and is carried on according to cooperative agreements with State agencies. The details of each line of work contemplated are gone over with the interested agencies and the plans for participation by each party agreed upon.

Levels of education concerned.—This work is concerned with investigating situations and gathering new data relating to marketing. The Bureau does not undertake educational work but its findings are freely used by educational institutions principally at the level of higher education.

Geographical areas affected.—The Bureau's services cover the United States as a whole, but programs of work vary from State to State. No direct grants are made to States, but certain work has been provided for under Research and Marketing Act contracts. The

amounts obligated by this Bureau for contracts in the fiscal year 1950, by States, were as follows:

Connecticut	$2,200	Ohio	$7,500
District of Columbia	62,500	Pennsylvania	40,672
Illinois	110,500	Tennessee	27,000
Louisiana	27,000	Virginia	15,000
Massachusetts	36,000	Wisconsin	9,000
Missouri	30,000		
Minnesota	5,500	Total	372,872

Number and types of persons affected.—The work of this Bureau is for the benefit of the entire citizenry, but especially for the aid of farmers and persons concerned with marketing farm products.

c. Bureau of Agricultural and Industrial Chemistry[6]

(*1*) *Activity: Research in the field of chemistry and related physical sciences on problems related to the utilization as food, feeds, drugs, and industrial products of agricultural commodities, residues, and byproducts, conducted by agricultural experiment stations of the land-grant colleges, and other State institutions or universities under contract with the United States Department of Agriculture*

Method of administration.—A subject matter specialist who is a professional employee of the Bureau's scientific staff is assigned to supervise work being performed under contract to evaluate the results obtained; to accept and approve the interim and final reports, and to be responsible for the publication of results.

Levels of education concerned.—The program deals with educational institutions only at the higher education level.

Geographical areas affected.—This program, while administered through the Bureau's four regional research laboratories, is designed so that its effect is Nation-wide, encompassing the United States as a whole. Federal obligations under contracts with educational institutions for the fiscal year 1950 were as follows, by States:

Arkansas (University of Arkansas)	$39,402.00
Iowa (Iowa State College)	10,000.00
Kansas (Kansas Agricultural Experiment Station)	8,821.00
Louisiana (Louisiana State University)	7,012.00
Michigan (Michigan Agricultural Experiment Station)	23,684.80
Nebraska (University of Nebraska)	17,000.00
Texas (Texas Engineering Experiment Station)	29,650.00

Number and types of persons affected.—Normally in peacetime the program is designed to benefit the whole citizenry of the United States. However, in the national emergency the program has been reoriented to the fullest extent possible to place additional emphasis on projects of immediate interest to those agencies concerned with the national defense.

(*2*) *Activity: Research in the field of chemistry and related physical sciences on problems related to the utilization as food, feeds, drugs, and industrial products of agricultural commodities, residues, and byproducts in cooperation with the agricultural experiment stations of land-grant colleges*

Method of administration.—This activity is administered by the Bureau of Agricultural and Industrial Chemistry with the aid of co-

[6] A constituent agency of the Agricultural Research Administration.

operating agencies. The Bureau scientist responsible for the activity of each research project is charged with the responsibility for its direction, supervision, and coordination with other endeavors of the Bureau.

Levels of education concerned.—The projects are carried out in cooperation with those land-grant colleges to which State agricultural experiment stations are attached. The findings from the research are available for use in secondary and higher education.

Geographical areas affected.—The Bureau's four regional research laboratories enter into cooperative arrangements with the State agricultural experiment stations within their regions for the purpose of expediting a research program on the commodities pertinent to that particular region.

Number and types of persons affected.—Normally in peacetime the program is designed to benefit the whole citizenry of the United States. However, in the national emergency the program has been reoriented to the fullest extent possible to place additional emphasis on projects of immediate interest to those agencies concerned with the national defense.

d. Bureau of Entomology and Plant Quarantine[6]

(*1*) *Activity: Bee culture investigations, carried out in cooperation with the agricultural experiment stations of land-grant colleges, State agricultural colleges, and other agencies*

Method of administration.—For the most part the work described under this title is research carried on as Federal-State cooperative programs and administered jointly by this Bureau and the cooperating agencies.

Levels of education concerned.—The information resulting from the research is carried to growers and to the general public by means of addresses at meetings, publications, press releases, and articles in farm papers, and also by means of the activities of State and Federal extension services. Educational agencies cooperating in the research are principally institutions of higher education.

Geographical areas affected.—The program is carried out in Arizona, California, Louisiana, Ohio, Oregon, Utah, Wisconsin, and Wyoming. The work does not have any particular reference to geographical areas, but rather to the interest and need in the region for bee culture.

Number and types of persons affected.—The program is for the ultimate benefit of the whole citizenry. The immediate benefits go to beekeepers, and to growers of crops on which bees play an important part as pollinating agents, to bee hobbyists, and to teachers of biology.

(*2*) *Activity: Research in biological control of insect pests and weeds; including surveys carried out in cooperation with the experiment stations of land-grant colleges and other agencies*

Method of administration.—For the most part the work described under this title is research carried on as Federal-State cooperative programs and administered jointly by this Bureau and the cooperating agencies. Certain limited phases have been carried on under contract.

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[6] A constituent agency of the Agricultural Research Administration.

Levels of education concerned.—The information resulting from the research is carried to growers and to the general public by means of addresses at meetings, publications, press releases, and articles in farm papers, and also by means of the activities of State and Federal extension services. Educational agencies cooperating in the research are principally institutions of higher education.

Geographical areas affected.—The program is carried out at numerous points in the United States as well as in certain Territories and outlying possessions.

Number and types of persons affected.—The immediate benefits go to growers or producers. The ultimate result is that the public is assured of an ample supply of food and fiber of high quality.

(*3*) *Activity: Research in methods of preventing insect contamination of processed foods, and the development of methods of protecting stored corn and corn products from insects in the Southeastern States, carried out in cooperation with agricultural experiment stations of land-grant colleges*

Method of administration.—For the most part the work described under this title is research carried on as a Federal-State cooperative program and administered jointly by the cooperating agencies.

Levels of education concerned.—The information resulting from the research is carried to growers, canners, and to the general public by means of addresses at meetings, publications, press releases, and articles in farm papers, and also by means of the activities of State and Federal extension services. Educational agencies cooperating in the research are principally institutions of higher education.

Geographical areas affected.—The program is carried out in Maryland and Colorado but has in most cases general application to growers and canners in surrounding States.

Number and types of persons affected.—The immediate benefits of the research go to growers and canners in the States mentioned. However, the ultimate result is that the public is assured of an ample supply of food of high quality.

e. Bureau of Human Nutrition and Home Economics [6]

Activity: Research in human nutrition and home economics in cooperation with colleges and universities

Method of administration.—The research is carried on through cooperative and contractual arrangements. In the cooperative work, qualified Bureau personnel, selected in consultation with the colleges and universities are stationed at the cooperating institutions and the Bureau makes direct salary payments to these employees, while the colleges and universities provide space, facilities, direct supervision, and personnel to augment the work of Bureau employees. Payments are not made directly to institutions except those operating under a contract. Under contract the institution agrees to carry out a prearranged research project for a fixed sum paid directly to the institution.

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[6] A constituent agency of the Agricultural Research Administration.

Levels of education concerned.—The program is associated with education at the college and university level.

Geographical areas affected.—The research is carried out at institutions located in a number of States. Federal obligations under contract for 1950 are itemized below, by States.

Arizona (University of Arizona)	$5,000
California (Stanford Research Institute)	10,000
Georgia (University of Georgia)	10,000
Indiana (Purdue University)	10,000
Iowa (Iowa State College, State University of Iowa)	24,500
Louisiana (Louisiana State University)	10,000
Minnesota (University of Minnesota)	15,000
New York (Syracuse University)	10,000
Texas (Texas Agricultural Experiment Station)	15,500
Washington (Washington Agricultural Experiment Station)	10,000
Wisconsin (University of Wisconsin)	10,000
Total	130,000

Number and types of persons affected.—The work is carried out for the benefit of the whole citizenry.

f. Extension Service

Activity: Cooperative Agricultural Extension Service, operating through the land-grant colleges

Method of administration.—Cooperative extension work in agriculture and home economics is carried on by the United States Department of Agriculture with the aid of the State agricultural colleges. Federal, State, and county governments share the cost.

Each State and Territory has an extension director jointly responsible to the president of the State college of agriculture and the Director of Extension of the United States Department of Agriculture. The State director administers all extension funds, is responsible for all extension projects and plans of work, approves all extension information, and is responsible for carrying on all extension work within the State.

The Federal Extension Service functions as an administrative and coordinating organization for the Nation-wide system of cooperative extension work and administers the various acts of Congress relating to extension work. It is responsible for the over-all planning and direction including determination of policies and procedures, the development of technical subject matter, the conduct of field studies, training of extension workers, preparation and distribution of educational and informational materials.

Levels of education concerned.—Extension work is practical instruction and demonstration in agricultural and home economics given to persons not attending or resident at educational institutions. Instruction is generally at the secondary or postsecondary level.

Geographical areas affected.—The 48 States, Hawaii, Alaska, and Puerto Rico, participate in the program. Federal funds allotted for

cooperative extension work for the fiscal year ending June 30, 1950, were as follows:

Alabama	$1,230,150.88	New Jersey	$229,444.45
Arizona	188,080.07	New Mexico	272,890.99
Arkansas	1,013,614.64	New York	791,359.36
California	712,322.92	North Carolina	1,501,835.82
Colorado	364,604.96	North Dakota	421,967.61
Connecticut	181,526.13	Ohio	1,054,012.78
Delaware	98,907.50	Oklahoma	940,643.51
Florida	353,985.16	Oregon	338,673.00
Georgia	1,272,752.53	Pennsylvania	1,004,281.37
Idaho	278,662.10	Rhode Island	70,082.65
Illinois	971,146.42	South Carolina	857,132.51
Indiana	787,942.81	South Dakota	418,154.39
Iowa	907,425.46	Tennessee	1,166,527.97
Kansas	651,721.40	Texas	2,025,310.92
Kentucky	1,155,885.47	Utah	216,323.34
Louisiana	810,822.52	Vermont	170,685.55
Maine	238,085.35	Virginia	934,212.51
Maryland	317,044.01	Washington	410,705.49
Massachusetts	208,244.69	West Virginia	563,614.00
Michigan	869,381,29	Wisconsin	848,532.61
Minnesota	857,740.12	Wyoming	187,386.82
Mississippi	1,260,920.93	Alaska	33,450.00
Missouri	1,067,463.30	Hawaii	198,497.27
Montana	288,104.11	Puerto Rico	544,935.19
Nebraska	545,085.44	Unallotted	76,544.71
Nevada	119,807.43		
New Hampshire	131,207.60	Total	32,159,840.06

Number and types of persons affected.—The service is carried out for the benefit of the whole citizenry, but particularly for persons engaged in agriculture.

g. Farm Credit Administration

Activity: Research in the marketing of agricultural products carried out in cooperation with the agricultural experiment stations of land-grant colleges

Method of administration.—The program was developed through the use of contracts or memorandums of agreement with State experiment stations. The contracts provide for interim and final reports by the experiment stations and for approval of such reports by a designated representative of the Department. The results of the studies are available for Department publication and may be incorporated in the State experiment station publications by mutual agreement.

Levels of education concerned.—The research is conducted at the college or university level, but the results are applicable to cooperatives and other marketing agencies, farmers and persons at all educational levels.

Geographical areas affected.—The activity is carried on in the United States, specifically in the States of Florida, Iowa, Ohio, and Washington. Federal obligations under contracts with institutions in the fiscal year 1950 were as follows, by States: Florida, $15,000; Ohio, $800.

Number and types of persons affected.—The program is carried on for the benefit of all producers and consumers of agricultural products.

h. Forest Service

(*1*) *Activity: Farm forestry investigations, carried out at, or in cooperation with, colleges and universities*

Method of administration.—This is a Federal-State cooperative program. Ordinarily the Forest Service provides the personnel for carrying out the project and the State agency provides office space, clerical help, experimental areas, and technical advisory service.

Levels of education concerned.—This program is carried on in cooperation with land-grant colleges, experiment stations, and State conservation commissions.

Geographical areas affected.—Cooperative agreements are now in existence with State agencies in the Northeast, the Lake States, the Central States, and the South.

Number and types of persons affected.—The results of the research programs principally benefit farmers whose farms contain significant areas of woodland.

(*2*) *Activity: Payments to school funds of Arizona and New Mexico*

Method of administration.—The Federal Government pays to the States of Arizona and New Mexico, as income to their common school funds, a proportionate share of the gross receipts of the national forests in those States.

Levels of education concerned.—The common school funds support education at the elementary and secondary levels.

Geographical areas affected.—The States of Arizona and New Mexico. Payments in the fiscal year 1950 were $60,458 to Arizona and $542 to New Mexico.

Number and types of persons affected.—All students attending elementary and secondary schools in the recipient States are affected.

(*3*) *Activity: Payments to States and Territories from the national forests funds*

Method of administration.—With minor exceptions, 25 percent of all money received from the national forests during each fiscal year is paid to the States and Territories for the benefit of public schools and public roads of the county in which such national forests are situated.

Levels of education concerned.—To the extent the funds are used for schools rather than roads, the payments support elementary and secondary education. The Forest Service has no data on the proportion of the funds used to support schools.

Geographical areas affected.—Most of the States and Territories receive benefits from this source. Payments to States and Territories from the national forests fund for schools and roads during the fiscal year 1950 were as follows:

Alabama	$89,988	Indiana	$2,247
Alaska	5,101	Iowa	386
Arizona	243,770	Kentucky	24,676
Arkansas	375,122	Louisiana	101,347
California	1,145,933	Maine	5,576
Colorado	217,507	Michigan	65,268
Florida	65,601	Minnesota	68,258
Georgia	81,069	Mississippi	197,446
Idaho	418,197	Missouri	25,393
Illinois	16,722	Montana	250,687

Nebraska	$12,063	South Dakota	$56,785
Nevada	38,934	Tennessee	39,976
New Hampshire	$23,238	Texas	262,981
New Mexico	123,866	Utah	129,160
North Carolina	85,498	Vermont	26,069
North Dakota	38	Virginia	37,613
Ohio	2,627	Washington	1,107,483
Oklahoma	39,665	West Virginia	29,419
Oregon	2,044,694	Wisconsin	66,092
Pennsylvania	14,454	Wyoming	109,305
Puerto Rico	3,491		
South Carolina	99,530	Total	7,753,275

Number and types of persons affected.—Students in elementary and secondary schools in the areas receiving funds are affected.

i. Graduate School

Activity: Operation of the Graduate School of the Department of Agriculture

Method of administration.—The government of the Department of Agriculture Graduate School is vested in a general administration board appointed by the Secretary of Agriculture. The agency is administered by a director and a small administrative staff.

Levels of education concerned.—The work of the school is entirely at the higher education level.

Geographical areas affected.—The area principally affected directly is the Washington metropolitan zone, inasmuch as the chief institutional program is operated there, as well as certain other major activities of the school. Some of its activities, principally of a service nature, affect persons throughout the United States, but the relationship is less important, being accomplished through other agencies and institutions.

Number and types of persons affected.—The school affects Federal civilian personnel, and to a slight degree non-Federal personnel, such as employees of land-grant institutions. The after-hours program directly concerns between 5,000 and 7,000 persons. Most of the estimated 12,000 employees of the Department of Agriculture in the Washington area are to some degree affected. The number of persons affected outside Washington is indeterminable.

j. Office of Experiment Stations [6]

Activity: Payments to States for agricultural research, including research on home economics and human nutrition, carried out at the agricultural experiment stations of land-grant colleges

Method of administration.—The funds paid to State agricultural experiment stations by the Federal Government for the conduct of agricultural research are administered directly by the Office of Experiment Stations. The funds, except regional research funds, are paid out in quarterly amounts in accordance with formulas contained in basic legislation. Administration is on a project basis with projects submitted by the stations to the Office for review prior to initiation of research. All research projects are reviewed in the field at least annually to assure compliance with requirements of law.

[6] A constituent agency of the Agricultural Research Administration.

Levels of education concerned.—Payments are made to the State agricultural experiment stations which are a part of the land-grant colleges in the States and Territories.

Geographical areas affected.—The program is carried out in the 48 States, Hawaii, Alaska, and Puerto Rico. Distribution of Federal funds, by States, for the fiscal year 1950 was as follows:

Alabama	$321, 990. 37	Nevada	$121, 728. 98
Alaska	66, 047. 90	New Hampshire	131, 327. 28
Arizona	150, 039. 40	New Jersey	190, 668. 37
Arkansas	287, 967. 46	New Mexico	160, 008. 54
California	296, 260. 09	New York [1]	339, 274. 97
Colorado	233, 023. 62	North Carolina	403, 734. 59
Connecticut [1]	90, 074. 66	North Dakota	166, 865. 80
Delaware	120, 356. 40	Ohio	334, 083. 76
Florida	192, 470. 44	Oklahoma	269, 298. 64
Georgia	344, 482. 08	Oregon	200, 485. 88
Hawaii	128, 719. 79	Pennsylvania	412, 035. 52
Idaho	167, 194. 77	Puerto Rico	247, 865. 88
Illinois	326, 919. 53	Rhode Island	137, 900. 27
Indiana	298, 140. 60	South Carolina	282, 525. 03
Iowa	324, 689. 67	South Dakota	176, 550. 77
Kansas	230, 752. 24	Tennessee	321, 460. 61
Kentucky	309, 952. 21	Texas	513, 549. 31
Louisiana	258, 798. 40	Utah	171, 729. 27
Maine	176, 703. 05	Vermont	137, 418. 61
Maryland	185, 208. 55	Virginia	289, 495. 84
Massachusetts	164, 238. 49	Washington	220, 255. 59
Michigan	295, 090. 33	West Virginia	248, 641. 85
Minnesota	272, 691. 13	Wisconsin	277, 027. 23
Mississippi	333, 014. 66	Wyoming	136, 998. 70
Missouri	308, 372. 87		
Montana	158, 334. 84	Total	12, 144, 041. 60
Nebraska	211, 576. 76		

[1] Does not include amounts made available to the Connecticut Experiment Station at New Haven, and the New York Experiment Station at Geneva.

Number and types of persons affected.—All persons in the United States, Hawaii, Alaska, and Puerto Rico benefit from the results of research financed by these funds. Since the research is in the field of agriculture, farm and rural citizens gain more direct benefits than urban populations.

k. Office of Foreign Agricultural Relations

Activity: Departmental training program for foreign nationals

Method of administration.—The training program for foreign nationals is administered by the Office of Foreign Agricultural Relations under policies determined by a Committee on Technical Assistance to Foreign Countries, representing the land-grant colleges and the Department of Agriculture. Programs are developed by the Office of Foreign Agricultural Relations in cooperation with other agencies of the Department of Agriculture. Administrative training relations and procedures are worked out by the Office of Foreign Agricultural Relations, land-grant colleges, and sponsoring agencies.

Levels of education concerned.—The educational level of the training program for foreign nationals varies. For the most part the participants are referred to institutions of higher education where they may enroll as special students for specific courses or for consultation and training in Federal and State experiment stations. In other cases they are placed on farms for practical experience.

Geographical areas affected.—This training activity is carried out within the United States and its Territories, but there is authorization for training in other countries where better facilities are available, such as, for example, for training in tropical agriculture. The facilities of land-grant colleges are used for the most part, with some on-farm training. The trainees come from a number of foreign countries and their training is expected to affect the areas from which they come.

Number and types of persons affected.—During the fiscal year 1950, foreign nationals who received training under this program numbered 1,289. In addition 1,129 unscheduled visitors received benefits.

l. Office of Personnel

Activity: Orientation and training of employees

Method of administration.—Training of employees is a responsibility of each supervisor in the Department of Agriculture.

Levels of education concerned.—The in-service training is generally at the levels of secondary and higher education.

Geographical areas affected.—This activity is Department-wide in scope.

Number and types of persons affected.—These activities are directed to all employees of the Department. While Federal civilian personnel are directly concerned, since training enables them to perform their duties more efficiently, the entire citizenry is benefited. Training officers in the several bureaus and offices render assistance and guidance. The Office of Personnel carries out the Department-wide responsibilities in this field.

m. Production and Marketing Administration

(1) *Activity: Demonstration and training program carried out under Tobacco Acts*

Method of administration.—This activity is administered directly by the United States Department of Agriculture through actual demonstrations on farms, night meetings with farmers held at high schools or other country points, and school demonstrations carried out in cooperation with teachers of vocational education in rural high schools and agricultural colleges.

Levels of education concerned.—The program is a part of vocational education in rural high schools and agricultural colleges.

Geographical areas affected.—Tobacco-producing areas of the United States.

Number and types of persons affected.—Approximately 39,000 tobacco producers are affected by this activity.

(2) *Activity: Demonstration of grades and standards for agricultural commodities*

Method of administration.—The activity is administered directly by the Department of Agriculture through the preparation and distribution of pamphlets and charts, and demonstrations before interested groups.

Levels of education concerned.—The work is generally at the level of secondary and post-secondary education. Schoolrooms are used

in some instances as a meeting place for groups viewing demonstrations.

Geographical areas affected.—The activity is carried on in the United States as a whole.

Number and types of persons affected.—The program is primarily for the benefit of producers of agricultural commodities, but ultimately benefits the citizenry as a whole.

(*3*) *Activity: Marketing research, carried out by the agricultural experiment stations of land-grant colleges*

Method of administration.—The program is administered directly by the Department of Agriculture through contracts with land-grant colleges. Personnel and facilities are provided by the colleges and financed in part by Federal funds.

Levels of education concerned.—The program utilizes institutions of higher education, specifically land-grant colleges.

Geographical areas affected.—The program is being carried out in the States of Iowa, Texas, and Georgia. Contracts with institutions for the fiscal year 1950 were as follows, by States:

Georgia (Georgia Agricultural Experiment Station)	$5,000
Iowa (Iowa State College of Agriculture and Mechanical Services)	10,000
Texas (Texas Agricultural and Mechanical College)	1,000
Total	16,000

Number and types of persons affected.—The research is designed to benefit the citizenry as a whole, but particularly persons concerned with the marketing of agricultural products.

(*4*) *Activity: National school-lunch program*

Method of administration.—The program is one of Federal financial aid to States. The State educational agency is responsible for the operation of the program in participating schools, in accordance with the terms of an agreement with the Department of Agriculture. Federal assistance is provided in the form of funds and food. Funds are apportioned to States in accordance with a statutory formula based on need as evidenced by the number of school children in the State and the per capita income of the State as related to the United States per capita income. Federal funds must be matched from sources within the State. In 1950 dollar-for-dollar matching from sources within the State was required. Beginning in 1951 this requirement was increased to $1.50 for each Federal dollar. Agricultural commodities are purchased by the Department of Agriculture and distributed to State agencies for distribution to schools.

Levels of education concerned.—Elementary and secondary schools are involved in this program by statutory definition of the word "school" as "public or nonprofit private school of high-school grade or under."

Geographical areas affected.—The program is carried out in each State and the District of Columbia and in the Territories of Alaska, Hawaii, Puerto Rico, and the Virgin Islands. Lunches are served in individual school lunchrooms operated by local school authorities.

Apportionment of Federal funds to the States and Territories for the fiscal year 1950 was as follows:

State	Total apportionment	State agency	Private schools
Alabama	$2,372,447	$2,334,543	$37,904
Arizona	360,718	342,398	18,320
Arkansas	1,859,952	1,829,002	30,950
California	2,713,699	2,713,699	
Colorado	441,711	403,596	38,115
Connecticut	533,015	533,015	
Delaware	79,657	76,021	3,636
District of Columbia	165,142	165,142	
Florida	1,131,899	1,101,519	30,380
Georgia	2,412,991	2,412,991	
Idaho	256,100	248,438	7,662
Illinois	2,389,314	2,389,314	
Indiana	1,570,974	1,570,974	
Iowa	1,162,824	1,050,714	112,110
Kansas	755,695	755,695	
Kentucky	2,157,199	2,157,199	
Louisiana	1,819,234	1,819,234	
Maine	371,995	339,103	32,892
Maryland	669,498	608,411	61,087
Massachusetts	1,377,356	1,168,579	208,777
Michigan	2,220,390	1,963,621	256,769
Minnesota	1,261,259	1,098,604	162,655
Mississippi	2,003,330	2,003,330	
Missouri	1,649,345	1,649,345	
Montana	188,438	173,853	14,585
Nebraska	434,368	383,853	50,515
Nevada	35,867	35,251	616
New Hampshire	232,522	232,522	
New Jersey	1,316,330	1,080,949	235,381
New Mexico	351,979	351,979	
New York	3,539,245	3,539,245	
North Carolina	2,877,542	2,877,542	
North Dakota	226,539	208,500	18,039
Ohio	2,631,343	2,305,163	326,180
Oklahoma	1,523,239	1,523,239	
Oregon	594,819	594,819	
Pennsylvania	2,628,817	2,274,107	354,710
Rhode Island	219,603	219,603	
South Carolina	1,729,027	1,718,106	10,921
South Dakota	161,490	143,151	18,339
Tennessee	2,154,441	2,107,386	47,055
Texas	3,765,240	3,765,240	
Utah	352,250	347,850	4,400
Vermont	174,259	174,259	
Virginia	1,679,751	1,634,896	44,855
Washington	848,770	804,862	43,908
West Virginia	1,263,770	1,239,731	24,039
Wisconsin	1,290,470	1,024,119	266,351
Wyoming	104,137	104,137	
United States	62,060,000	59,598,849	2,461,151
Alaska	11,684	11,684	
Hawaii	89,972	72,746	17,226
Puerto Rico	2,358,953	2,358,953	
Virgin Islands	44,391	44,391	
Territories	2,505,000	2,487,774	17,226
Total	64,565,000	62,086,623	2,478,377

The estimated value of commodities distributed to schools in connection with the school-lunch program during the fiscal year 1950 was as follows:[7]

Alabama	$2,440,859	New York	$3,150,802
Arizona	336,390	North Carolina	2,386,032
Arkansas	1,501,090	North Dakota	156,636
California	2,084,365	Ohio	2,335,560
Colorado	413,160	Oklahoma	1,216,782
Connecticut	189,174	Oregon	592,302
Delaware	82,056	Pennsylvania	1,643,587
District of Columbia	66,892	Rhode Island	123,748
Florida	1,291,691	South Carolina	1,663,337
Georgia	2,012,162	South Dakota	144,793
Idaho	306,322	Tennessee	1,969,529
Illinois	1,815,208	Texas	3,327,605
Indiana	1,051,267	Utah	460,642
Iowa	1,050,528	Vermont	166,760
Kansas	509,129	Virginia	1,656,141
Kentucky	1,643,781	Washington	878,784
Louisiana	4,939,228	West Virginia	1,113,015
Maine	199,769	Wisconsin	706,848
Maryland	540,001	Wyoming	131,975
Massachusetts	706,119		
Michigan	1,448,616	United States	53,809,291
Minnesota	847,807		
Mississippi	1,457,097	Alaska	37,453
Missouri	1,222,416	Hawaii	397,044
Montana	163,992	Puerto Rico	1,635,684
Nebraska	208,704	Virgin Islands	42,265
Nevada	58,029		
New Hampshire	143,169	Territories	2,112,446
New Jersey	579,454		
New Mexico	675,938	Total	55,921,737

[7] In addition to commodities purchased pursuant to sec. 6 of the National School Lunch Act, this total includes those purchased and distributed in accordance with sec. 32 of the act of Aug. 24, 1935, and sec. 416 of the Agricultural Act of 1949.

Number and types of persons affected.—Approximately 8 million children between the ages of 5 and 17 benefited by this program in 1950.

n. Rural Electrification Administration

Activity: Extension rural electrification program

Method of administration.—This program is administered by the State director of extension under a Federal-State cooperative agreement between the Federal Extension Service, the Rural Electrification Administration, and the State extension service.

Levels of education concerned.—The program utilizes and is a part of the off-campus education programs of the land-grant colleges of agriculture.

Geographical areas affected.—Florida and Nebraska.

Number and types of persons affected.—The rural population of each State.

o. Soil Conservation Service

(*1*) *Activity: Educational work in soil and water conservation carried on by staff specialists, most of whom are employed cooperatively with the State extension services*

Method of administration.—The program is administered directly by the Soil Conservation Service, but the educational work in soil and water conservation is carried out cooperatively by the Soil Conservation Service and the Agricultural Extension Service of the Department of Agriculture, and the State extension services. The agencies cooperate in developing a national plan of extension education.

Levels of education concerned.—Though the program serves chiefly as a medium of informing farmers and ranchers on the need for conservation methods, much of the material prepared is used by schools at all levels for the teaching of conservation.

Geographical areas affected.—The program is carried out in areas where soil-conservation-district organization has been slow or where the need for additional educational work exists. The Service is now contributing to the joint employment of 31 of the 44 full-time specialists who are working on this program in 36 States and two of the Territorial possessions. State conservationists in five additional States also give part-time assistance in educational work in soil and water conservation.

Number and types of persons affected.—To the extent that the program is used as a means of furthering conservation measures to conserve our basic resources of soil and water, it benefits the entire population of the Nation. Persons engaged in agricultural pursuits are particularly affected.

(*2*) *Activity: Soil- and water-conservation research in cooperation with State agricultural experiment stations of land-grant colleges*

Method of administration.—The program is administered directly by the Soil Conservation Service but is carried out in cooperation with the State agricultural experiment stations which furnish land, laboratories, office facilities, labor, and technical collaboration.

Levels of education concerned.—Findings from the research are included in conservation courses taught at all educational levels.

Geographical areas affected.—The research studies of the Service are carried out at approximately 80 separate locations in the United States and are conducted on land owned by the Federal Government, at State agricultural experiment stations, and on land which is leased either by the Federal Government or the States. In addition, farm-scale trials of these studies are conducted on privately owned lands. Results of the studies, which can be used on the land and are included in textbooks, are applicable over the entire United States.

Number and types of persons affected.—To the extent that the research data are included in textbooks used in the curricula of educational institutions, this activity benefits the entire population of the United States. Persons engaged in agriculure particularly benefit from this research program.

10. DEPARTMENT OF COMMERCE

a. Bureau of Public Roads

(*1*) *Activity: A course on the theory and practice of highway improvement and utilization in the United States of America, for engineers from foreign countries*

Method of administration.—This activity is administered by the Bureau of Public Roads with the cooperation of the State highway departments.

Levels of education concerned.—The training provided under this program is at the higher education level.

Geographical areas affected.—The activity is carried out in the United States as a whole, but all the participating countries are affected.

Number and types of persons affected.—Graduate engineers and highway administrators employed or to be employed by foreign governments are eligible to receive this training. In 1950 the school was attended by 55 delegates from 18 foreign countries.

(*2*) *Activity: Cooperative highway-research projects conducted by colleges and universities*

Method of administration.—This activity is a service provided through contract. Cooperative research agreements with colleges and universities are negotiated from time to time as conditions justify. The Bureau plans and supervises the program and the cooperating universities and colleges carry out the research.

Levels of education concerned.—The program utilizes educational institutions at the higher education level.

Geographical areas affected.—The program is carried out at various educational institutions in the United States. Bureau payments to colleges and universities under contract in the fiscal year 1950 were in the following amounts, by States:

Illinois (Northwestern University, $12,500; University of Illinois, $6,500)	$19,000
New York (Columbia University, $10,000; Cornell University, $5,000)	15,000
Texas (Texas Agricultural and Mechanical College)	12,000
Virginia (University of Virginia)	9,000
Total	55,000

Number and types of persons affected.—Engineers, technicians, and students participating in research at the cooperating colleges and universities benefit directly by this activity. The results of the research affect the whole citizenry.

(*3*) *Activity: Detail of employee to pursue course of study at the State University of Iowa*

Method of administration.—This activity, administered by the Bureau of Public Roads, is a service provided through contract.

Levels of education concerned.—The program utilizes an educational institution at the higher education level. The employee on detail to the university pursues graduate studies.

Geographical areas affected.—In fiscal year 1950 the University of Iowa was paid $65 for tuition fees.

Number and types of employees affected.—One employee of the Hydraulic Research Branch of the Division of Research in the Bureau of Public Roads received this scholarship and research grant in 1950.

(4) *Activity: Junior engineer training program*

Method of administration.—This provision of in-service training for newly appointed junior engineers is administered directly by the Bureau of Public Roads.

Levels of education concerned.—The training is at the higher education level.

Geographical areas affected.—The activity is carried out principally on Federal properties in the United States.

Number and types of persons affected.—Approximately 30 graduates of engineering schools are trained annually.

(5) *Activity: Training in soils analysis*

Method of administration.—This activity is administered directly by the Bureau of Public Roads. The Physical Research Laboratory of the Bureau conducts the courses.

Levels of education concerned.—The training provided is at the higher education level.

Geographical areas affected.—The activity is carried out principally on Federal properties under the control of the Bureau of Public Roads.

Number and types of persons affected.—Selected engineers from the Bureau of Public Roads and the Armed Forces, and engineers from State and county highway departments and foreign countries are trained under this program. In 1950, 17 engineers from the Bureau of Public Roads, 20 from the Armed Forces, 5 from foreign countries, and 1 county engineer attended the courses of instruction given.

(6) *Activity: Training in the application of aerial surveying and photogrammetry to highway engineering*

Method of administration.—This activity is administered directly by the Bureau of Public Roads.

Levels of education concerned.—The training provided is at the higher education level.

Geographical areas affected.—The training is conducted on Federal properties and at State highway department offices in various States.

Number and types of persons affected.—Engineers and technicians of the Bureau of Public Roads and cooperating State highway departments are trained under this program. Fifty employees of the Bureau of Public Roads and 80 employees of State highway departments attended the courses of instruction in 1950.

(7) *Activity: Training of Philippine highway engineers*

Method of administration.—This activity (terminated in the fiscal year 1950) was administered directly by the Bureau of Public Roads in cooperation with the Department of State and the Government of the Philippine Republic.

Levels of education concerned.—The training provided under this program was at the higher education level.

Geographical areas affected.—The activity was carried out in the United States as a whole on Federal and State properties. The Philippine Republic directly benefited by this activity.

Number and types of persons affected.—Philippine highway and army engineers received training. In 1950, the last year of this program, five persons were trained.

b. Bureau of the Census

Activity: Census-training programs; operating primarily through conference courses, seminars and laboratory exercises, supplemented by formal courses at colleges or universities

Method of administration.—This activity is administered directly by the Bureau of Census through cooperation with the United States Department of State and the participating countries. Part of the training is provided as a service through contract.

Levels of education concerned.—The training is at the higher education level; and to the extent that trainees are enrolled in universities this program utilizes institutions of higher education.

Geographical areas affected.—This activity is carried out primarily on Federal properties in Washington, D. C. The cooperating countries are benefited directly by this program. In the fiscal year 1950, payment was made in the amount of $5,500 to Columbia University for the training of foreign nationals.

Number and types of persons affected.—The training is conducted exclusively for the benefit of foreign technicians who are officials of governments cooperating with the United States. In the fiscal year 1950, 15 in-service training grants were awarded.

c. Civil Aeronautics Administration

(1) Activity: Aviation safety standardization training

Method of administration.—This activity is administered directly by the Civil Aeronautics Administration as an in-service training program. CAA personnel give the instruction.

Levels of education concerned.—The training provided is at the higher education level.

Geographical areas affected.—To the extent that this activity is a bureau-wide program it affects the United States as a whole. All training is conducted on Federal property at the Civil Aeronautics Administration Aeronautical Center in Oklahoma City, Okla.

Number and types of persons affected.—In the fiscal year 1950, 672 CAA aviation safety agents received aviation safety standardization training.

(2) Activity: Federal airways standardization training program

Method of administration.—This activity is administered directly by the Civil Aeronautics Administration as an in-service training program. CAA personnel give the instruction.

Levels of education concerned.—The technical training provided is at the higher education level.

Geographical areas affected.—To the extent that this activity is a bureau-wide program it affects the United States as a whole. All training is conducted on Federal property at the CAA Aeronautical Center in Oklahoma City, Okla.

Number and types of persons affected.—In the fiscal year 1950, 257 CAA maintenance technicians and inspectors received airways standardization training.

(*3*) *Activity: Civil aviation education program*

Method of administration.—This activity is administered directly by the Civil Aeronautics Administration through the departments of education of the several States and through national educational groups.

Levels of education concerned.—This program subserves aviation education in schools and colleges at all grade levels.

Geographical areas affected.—The objective is to introduce aviation education into the curricula of schools and colleges throughout the United States.

Number and types of persons affected.—Since 1945, approximately 6,000,000 students have been affected and about 40,000 teachers oriented in aviation education.

(*4*) *Activity: Exchange-of-persons program of aviation training*

Method of administration.—This training of foreign nationals in the field of aviation is administered in cooperation with the United States Department of State and with foreign governments. CAA employees provide technical instruction.

Levels of education concerned.—The training is at the levels of secondary and higher education.

Geographical areas affected.—All countries cooperating with the United States under the United States Information and Educational Exchange Act are affected by this activity. The training is conducted on Federal property at the CAA Aeronautical Center in Oklahoma City, Okla.

Number and types of persons affected.—Foreign nationals with little experience, and also specialists in the aviation field, private or government, are trained under this program. In 1950, 51 training grants were awarded.

(*5*) *Activity: Philippine rehabilitation program in aviation education*

Method of administration.—This activity is administered directly by the Civil Aeronautics Administration. Instruction is given by CAA employees.

Levels of education concerned.—The training provided under this program is at the higher education level.

Geographical areas affected.—To the extent that Philippine nationals are provided training, this activity affects the Philippine Republic. The training is conducted on Federal property at the Civil Aeronautics Administration Aeronautical Center in Oklahoma City, Okla.

Number and types of persons affected.—In fiscal year 1950, 39 officials of the Philippine CAA received this training.

d. Maritime Administration

(*1*) *Activity: United States Merchant Marine Corps cadet-midshipmen training*

Method of administration.—This activity is administered directly by the Maritime Administration, which maintains and operates the Merchant Marine Academy at Kings Point, N. Y. Selection of cadet-midshipmen is made through competitive examination, and appointment is based upon apportionment according to State population.

Levels of education concerned.—Training is through a 4-year university-level course leading to the degree of bachelor of science upon graduation.

Geographical areas affected.—The training program is conducted on Federal property at the Merchant Marine Academy, Kings Point, N. Y. The United States as a whole is affected.

Number and types of persons affected.—Application for appointment as a cadet-midshipman may be made by any citizen of the United States who is between the ages of 17 and 21 and is a graduate of a high school or the equivalent. In fiscal year 1950, the average number of cadets in training was 931.

(2) *Activity: United States Merchant Marine Cadet Corps training of Filipino cadets*

Method of administration.—This activity is administered directly by the Maritime Administration with funds provided by the Department of State. Trainees are selected by the Philippine Government.

Levels of education concerned.—The training consists of a 4-year university-level course.

Geographical areas affected.—This activity is carried out for the benefit of the Philippine Republic. The training program is conducted on Federal property at the site of the Merchant Marine Academy at Kings Point, N. Y.

Number and types of persons affected.—The average number of Philippine nationals in training during the fiscal year 1950 was 74.

(3) *Activity: State marine schools (maritime academies and college) cadet-midshipmen training*

Method of administration.—This activity is a Federal-State program. The Maritime Administration supervises and provides assistance to State schools in New York, Maine, California, and Massachusetts. Selection of cadets for training is made by competitive State examinations.

Levels of education concerned.—The training provided is at the university level.

Geographical areas affected.—This activity affects the United States as a whole, but particularly four localities. The training is conducted at State schools in New York, Maine, California, and Massachusetts. In the fiscal year 1950 the following payments to States under this program were made from Federal appropriations:

California	$166,201
Maine	258,839
Massachusetts	244,534
New York	377,721
Total	1,047,295

Number and types of persons affected.—Eligibility criteria for training set by the States varies somewhat; however, in general the requirements are the same as for the Merchant Marine Academy. The average number of men in training in the fiscal year 1950 was 688.

(4) *Activity: United States Maritime Service upgrading and specialist training*

Method of administration.—This activity is administered directly by the Maritime Administration. Training stations for this program are operated at Alameda, Calif., and Sheepshead Bay, N. Y.

Levels of education concerned.—The training provided under this program is at the technical trade school level.

Geographical areas affected.—The training is conducted on Federal property at the training stations at Alameda and Sheepshead Bay. This activity affects the United States as a whole.

Number and types of persons affected.—Training under this activity is available to any experienced and active officer and seaman. The average number in training in the fiscal year 1950 was 3,996.

(*5*) *Activity: United States Maritime Service skilled rating training*

Method of administration.—This activity, which was terminated in March 1950, was administered directly by the Maritime Administration. For this program a training station, together with a training vessel, was operated during the fiscal year 1950 at St. Petersburg, Fla. Selection of trainees was based on physical and intelligence examinations. The number to be trained was controlled through the establishment of complements.

Levels of education concerned.—The training provided was at the technical-school level.

Geographical areas affected.—Training under this program was conducted on Federal property at the training station at St. Petersburg, Fla. The activity affected the United States as a whole.

Number and types of persons affected.—Any citizen of the United States between the ages of 17 and 35 meeting the established physical and intelligence requirements was eligible to receive the training. The average number in training during the fiscal year 1950 was 687.

(*6*) *Activity: United States Maritime Service Institute correspondence upgrading, specialist and general training*

Method of administration.—This activity is administered directly by the Maritime Administration through the United States Maritime Service Institute which provides correspondence courses in all fields of the maritime industry and specialties. A registration fee is charged for each course.

Levels of education concerned.—The training provided is at the secondary and technical trade school level.

Geographical areas affected.—This activity is carried out by correspondence throughout the United States. The United States Maritime Service Institute is located on Federal property at Sheepshead Bay, N. Y.

Number and types of persons affected.—Instruction is available to all maritime personnel. In the fiscal year 1950 the average enrollment was 7,251.

e. National Bureau of Standards

(*1*) *Activity: Guest worker program and program of the Officer of International Trainees*

Method of administration.—This activity is administered directly by the Bureau of Standards in cooperation with the Department of State and with foreign governments. Members of the staff of the Bureau provide the instruction.

Levels of education concerned.—The training is at the level of higher education.

Geographical areas affected.—The training is conducted on Federal properties in the United States. This activity affects the United

States as a whole and also the countries cooperating in the program.

Number and types of persons affected.—Qualified American and foreign scientists and technicians are eligible for training under this program. Approximately 60 American scientists and 40 foreign scientists are benefited each year.

(*2*) *Activity: Contract research with universities*

Method of administration.—This activity is a service provided through contract. The program is conducted in cooperation with the Army, Navy, Federal Communications Commission, and other Government agencies and industrial groups having a vital interest in radio propagation.

Levels of education concerned.—The program utilizes educational institutions at the higher-education level.

Geographical areas affected.—This activity affects the United States as a whole. Federal payments to universities under contracts for the fiscal year 1950 were as follows, by States and Alaska and Puerto Rico:

Alaska (University of Alaska)	$53,000
California (Leland Stanford University)	32,292
Illinois (University of Illinois)	9,728
Louisiana (Louisiana State University)	11,560
Massachusetts (Harvard University)	26,327
Michigan (University of Michigan)	3,600
North Dakota (North Dakota Agricultural College)	4,500
Puerto Rico (University of Puerto Rico)	17,161
Texas (University of Texas)	21,160
Total	179,328

Number and types of persons affected.—All scientists, technicians, and students participating in research carried out under this program are benefited by this activity. The results of the research benefit the whole citizenry.

(*3*) *Activity: Operation of the National Bureau of Standards Graduate School (devoted to courses in the physical sciences; no degrees granted)*

Method of administration.—The graduate school is operated as a nonprofit organization by the Bureau of Standards. Operating expenses are paid from moneys collected as tuition fees. Bureau scientists serve as instructors.

Levels of education concerned.—Instruction is at the undergraduate and graduate college level.

Geographical areas affected.—The graduate school offers an opportunity for persons employed full time in the Washington, D. C., area to further their scientific education. The training is conducted on Federal property in the District of Columbia.

Number and types of persons affected.—Any person possessing the proper educational qualifications may enroll in out-of-hours courses. In-hour courses are restricted to Federal employees. Approximately 1,000 persons receive training at the graduate school each academic year.

(*4*) *Activity: Classified projects; contract research with universities*

Method of administration.—This activity is a service provided through contract. The Bureau does the over-all planning and supervision, and the universities under contract carry out the research.

Levels of education concerned.—This program utilizes educational institutions at the higher education level.

Geographical areas affected.—This activity affects the United States as a whole. Federal payments under contract with universities in the fiscal year 1950 were as follows, by States:

Florida (University of Florida)	$231,000
Indiana (University of Notre Dame)	25,000
Michigan (University of Michigan)	30,000
Total	286,000

Number and types of persons affected.—All scientists, technicians, and students participating in research work carried out under this program are benefited by this activity. The results of the research benefit the whole citizenry.

f. Office of Business Economics

Activity: Training in concepts and research techniques in statistics of national income and balance of international payments

Method of administration.—This activity is administered directly by the Office of Business Economics through cooperation with the Department of State and participating foreign governments.

Levels of education concerned.—The training provided is at the higher education level.

Geographical areas affected.—The cooperating countries are directly benefited by this activity, which is carried out primarily on Federal properties in Washington, D. C.

Number and types of persons affected.—Foreign economists and economic research technicians in the employment of their respective governments are eligible to receive training although some exceptions are made to the requirement that trainees be in the employment of their government. Approximately 35 foreign nationals were trained under this program in 1950.

g. United States Coast and Geodetic Survey

Activity: International technical cooperation and assistance under the United States Information and Educational Exchange Act of 1948, and the Philippine Rehabilitation Act of 1946

Method of administration.—This activity is administered directly by the United States Coast and Geodetic Survey through cooperation with the Department of State. Coast and Geodetic Survey technicians serve as instructors and counselors.

Levels of education concerned.—The training provided under this program is at the college level.

Geographical areas affected.—The Philippines and Latin America and other countries with which cooperation is carried out under the United States Information and Educational Exchange Act of 1948 are affected by this activity. The training program is carried out principally on Federal properties at the Washington headquarters and at field stations, and on ships of the United States Coast and Geodetic Survey.

Number and types of persons affected.—The countries which cooperate with the United States under this program are benefited by this activity. In 1950 6 Filipinos and approximately 30 other foreign nationals were trained.

h. Weather Bureau

(*1*) *Activity: Turkish training program in weather forecasting*

Method of administration.—This activity is in part administered directly by the Weather Bureau through cooperation with the Department of State and is in part a service provided through contract. Applied training provided at field offices of the Weather Bureau is administered directly by the Bureau. Academic training at universities and colleges is provided through contract. Candidates for training are selected by the Turkish Government.

Levels of education concerned.—The Turkish training is conducted at the college undergraduate and graduate levels.

Geographical areas affected.—All of Turkey is affected by this training activity inasmuch as qualified Turkish nationals are eligible to receive the training. The applied training is carried out principally on Federal property at field offices of the Weather Bureau. Selected colleges and universities gives the academic training. In 1950 a contract was negotiated with Pennsylvania State College to provide the necessary training, for a total Federal payment of $3,500.

Number and types of persons affected.—Members of the Turkish meteorological service having completed 1 year of college physics and 2 years of college mathematics are eligible to receive training under this program. In 1950, 14 Turkish nationals received this training.

(*2*) *Activity: Meteorological training under the International Information and Educational Exchange (now Point Four) program*

Method of administration.—This activity is principally administered directly by the Weather Bureau through cooperation with the Department of State but is partly a service provided through contract. Applied training provided at field offices of the Weather Bureau is administered directly by that Bureau. In addition academic training at universities and colleges is provided through contract.

Levels of education concerned.—Training under the point 4 program is conducted at the college undergraduate and graduate level.

Geographical areas affected.—All countries cooperating with the United States under the International Information and Educational Exchange program are affected by this activity. The applied training is carried out in the United States on Federal property at field offices of the Weather Bureau. Academic training is given at selected colleges and universities. In 1950 New York University provided this training at an estimated cost of $1,800.

Number and types of persons affected.—Nationals from cooperating countries having completed 1 year of college physics and 2 years of college mathematics are eligible to receive training under this program. In 1950 one national from Chile and one from Iran were trained.

(*3*) *Activity: Weather Bureau scholarship program*

Method of administration.—The training provided under this program is a service through contract with various universities having full meteorological curricula. The determination of the number of employees who are to receive the training and the selection of candidates is made by the Weather Bureau.

Levels of education concerned.—The program utilizes universities and is conducted primarily at the graduate level.

Geographical areas affected.—The scholarship program is carried out in the United States as a whole. In fiscal year 1950, the following Federal moneys were paid to educational institutions to provide training:

California (University of California at Los Angeles)	$375
Massachusetts (Massachusetts Institute of Technology)	1,575
New York (New York University)	2,600
Total	4,550

Number and types of persons affected.—The scholarships granted under this program are for the benefit of meteorologists in the employment of the Weather Bureau. In 1950 11 employees received this type of training.

(*4*) *Activity: Cooperative meteorological research carried out in cooperation with institutions of higher education*

Method of administration.—The program aspects of this activity, such as selection of problems and fields of study, are administered directly by the Weather Bureau. The research is a service provided through contract.

Levels of education concerned.—The program utilizes the services and facilities of universities.

Geographical areas affected.—This activity is carried out at universities in the United States capable of conducting research in climatology and meteorology. In fiscal year 1950 contracts were let to universities, by States, as follows:

California (California Institute of Technology)	$3,500
Illinois (University of Chicago)	7,200
Iowa (Iowa State College)	3,000
Massachusetts (Massachusetts Institute of Technology, $28,000; Harvard University, $7,000)	35,000
New York (New York University)	10,000
Total	58,700

Number and types of persons affected.—Graduate students at cooperating universities and colleges benefit from this activity to the extent that they participate in the cooperative research projects. The results of the research are of benefit to all persons who utilize the meteorological services of the Weather Bureau.

11. DEPARTMENT OF LABOR

a. Bureau of Apprenticeship

(*1*) *Activity: Promotion of apprenticeship and other training on the job in the skilled trades*

Method of administration.—This program is administered by the Bureau of Apprenticeship with the cooperation of the United States Office of Education, the State apprenticeship agencies (established in 30 States), State boards of education and local vocational schools. The Federal Committee on Apprenticeship, composed of an equal number of representatives of management and labor, serves as a policy-recommending body.

Levels of education concerned.—The training provided under this program is generally at the level of secondary and post-secondary

education. It is technical training relating to industrial skills and processes. Most of the apprentices have had high-school courses and some have had more advanced training. Classroom instruction under the program is usually given in the local vocational schools.

Geographical areas affected.—The program extends to all of the United States and its Territories.

Number and types of persons affected.—Approximately 200,000 apprentices are currently in training in registered programs. Apprenticeship committees are now established in more than 100 trades and there are approximately 7,000 local apprenticeship committees.

(2) *Activity: International industrial training program for foreign nationals*

Method of administration.—This program is administered by the Bureau of Apprenticeship under responsibility delegated by the Department of State or other agencies. Over-all coordination of this and other international activities within the Department of Labor is provided by the Office of International Labor Affairs. The Bureau of Apprenticeship, through its field staff, arranges for the practical training on the job of these foreign nationals with appropriate industrial establishments utilizing the cooperation of both management and labor.

Levels of education concerned.—The training provided under this program is generally at the level of secondary and post-secondary education. It is technical training related to industrial skills and processes provided through training on the jobs. Most of the trainees selected have had at least a high-school education or its equivalent, and many of them have had additional technical or college training, plus some practical experience in industries in their own countries before coming to the United States.

Geographical areas affected.—Practically all sections of the United States are utilized in locating training opportunities for these trainees. In practice, however, there is a concentration of training in the large industrial areas. A large number of countries have sent trainees to the United States under this program. These include Haiti, Cuba, Mexico, Nicaragua, Panama, Colombia, Ecuador, Chile, Uruguay, Paraguay, Brazil, Iran, Egypt, Korea, Indonesia, Burma, Finland, Germany, France, India, and Pakistan.

Number and types of persons affected.—About 50 trainees each year are processed under this program. It is believed that benefit inures to the whole population of the United States in that it is one means of bringing about a better understanding between the United States and other countries. An estimated 300 industrial establishments cooperate each year in providing training.

b. Bureau of Employment Security

(1) *Activity: Training service*

Method of administration.—The staff-training program of the Bureau of Employment Security is a Federal-State cooperative enterprise. With respect to its own employees, the Bureau provides training under the direction of its supervisors. With respect to the employees of the States, the Bureau prepares training materials, procedures, and technical tools which are used by the State employment

security agencies for training new personnel, improving the performance of their staffs in the local and State offices, and adjusting their training programs to manpower mobilization activities.

Levels of education concerned.—The training is of a technical and special nature pertaining to the jobs of the individuals. The educational level of this training therefore varies in accordance with the educational and experience requirements of the various jobs. In general the training is at secondary and post-secondary level.

Geographical areas affected.—The staff-training program is carried on in all of the offices of the Bureau of Employment Security and in all of the offices of the State employment security agencies, covering the 48 States, the District of Columbia, Hawaii, Alaska, Puerto Rico, and the Virgin Islands.

Number and types of persons affected.—This training program is carried on for the benefit of the approximately 900 employees of Bureau of Employment Security and of the approximately 43,000 employees of the State employment security agencies.

c. Bureau of Labor Standards

(1) Activity: Training of State Safety Inspectors

Method of administration.—This program is administered directly by the Bureau, which sends staff technicians to give safety courses only upon request from States and Territories.

Levels of education concerned.—The training is of a technical and special nature pertaining to the jobs of the individuals. The educational level of this training therefore varies in accordance with the educational and experience requirements of the various jobs. In general the training is at secondary and post-secondary level.

Geographical areas affected.—The program is carried out in the United States as a whole including its Territories. It does not involve grant-in-aid or other payments to the States.

Number and types of persons affected.—Approximately 1,000 inspectors received this training in 1950. This educational function indirectly affects the Nation's industrial population because the State factory inspectors are responsible for making recommendations involving working conditions of most of the industrial plants throughout the country. In addition, approximately 90 persons affiliated with labor organizations received direct training from the staff technicians of the Bureau. These union members, in turn, conduct safety-training classes for the other members of the union. It is impossible to determine the number indirectly affected by the program.

d. Office of International Labor Affairs

(1) Activity: Providing for observation and study under the reorientation program for occupied areas

Method of administration.—The program is carried out under the over-all responsibility of the Department of State in the case of Germany and Austria, and the Department of the Army in the case of Japan. The respective Departments transfer funds to the Department of Labor to provide the staff and facilities for special services needed to implement the program.

Levels of education concerned.—The Department of Labor has called upon the services of several colleges and universities for brief orienta-

tion courses for foreign visitors under this program. In general the education received by these persons in the United States may be considered to be at the higher educational level.

Geographical areas affected.—It is expected that the individual visitors from Austria, Germany, and Japan will carry back with them new insights in the American way of life and the workings of democracy. To this extent the program affects the new pattern of life now emerging in Austria, Germany, and Japan. Each year a small number of American specialists also visits these countries.

Number and types of persons affected.—During the fiscal year 1950, 185 persons from the occupied areas visited the United States under the sponsorship of the Department of Labor. These persons are directly affected by the program. However, since the persons who visit the United States under this program are government officials, trade-unionists, industrial workers, management representatives, and women leaders, a great number of their countrymen and Americans are indirectly affected.

(2) *Activity: Provision of study and observation programs for certain foreign nationals*

Method of administration.—This program is carried out under the over-all responsibility of the Economic Cooperation Administration. Based on individual project agreements, the Department of Labor provides the staff and facilities for services needed to implement the program.

Levels of education concerned.—Most of the programs provide for short visits to institutions of higher education or the arrangement for seminar discussions.

Geographical areas affected.—ECA teams of experts consist principally of nationals from two or more European countries which are members of the Organization for European Economic Cooperation. In a few cases, all of the members of these teams are of the same nationality. The participants are leading professionals. Their visits are of direct benefit to the individuals concerned, foreign and American, and of indirect benefit to the participating countries of the Marshall plan and the United States.

Number and types of persons affected.—During the fiscal year 1950, 30 statisticians from ECA countries were brought to the United States to study statistical systems. Their program was arranged by the Bureau of Labor Statistics. A group of six representatives of government, labor, and management from Greece studied the apprenticeship systems of the United States under the sponsorship of the Bureau of Apprenticeship.

(3) *Activity: Training in all phases of labor under the scientific and cultural cooperation program*

Method of administration.—This program is carried out under the over-all responsibility of the Department of State, which transfers funds to the Department of Labor to provide the staff and facilities for special services needed to implement the program. An interagency committee, of which the Department of Labor is a member, participates in the policy formulation in an advisory capacity.

Levels of education concerned.—The Department of State has made arrangements with Wilson Teachers College in Washington, D. C.,

to provide an orientation course of 1 to 4 weeks for persons receiving training in the United States under this program. Depending on the individual needs, the Department of Labor, through the Office of Education, has enrolled the trainees in these courses.

Geographical areas affected.—Underdeveloped areas are the recipients of these technical cooperation benefits. Persons who receive training in the United States and American consultants who advise the respective governments contribute to the economic development of these countries. During the fiscal year 1950, American consultants assisted the governments of several Latin-American countries and Iran, and persons from 14 countries received training in the United States.

Number and types of persons affected.—While all persons under this program are in the field of labor in the broadest sense, the following categories can be distinguished: Government officials, trade-unionists, workers and specialists. During the fiscal year 1950, 6 consultants served abroad and 62 trainees received training in the United States.

c. Office of Personnel Administration

Activity: Induction and in-service training for all departmental and field service employees

Method of administration.—In-service training for employees of the Department of Labor is regarded as an essential and continuing responsibility of every supervisor. Each major unit of the Department determines its own training needs and conducts appropriate training to meet these needs largely through the use of its own supervisory personnel. The Office of Personnel Administration develops the overall training policies and programs for those areas of employee performance in which the training needs are general and in which uniformity in training methods and administration is desirable.

Levels of education concerned.—The training is of a technical and special nature pertaining to the jobs of the individuals. The educational level of this training therefore varies in accordance with the educational and experience requirements of the various jobs. In general the training is at secondary and postsecondary level.

Geographical areas affected.—The program is carried out in Washington, D. C., and in all of the field offices of the Department in the United States and its Territories.

Number and types of persons affected.—The program is for the benefit of all employees of the Department of Labor, numbering approximately 7,700.

B. Activities of Independent Offices and Agencies

1. Atomic Energy Commission

a. Division of Research and Division of Biology and Medicine

(1) Activity: AEC fellowship program in the physical, medical, and biological sciences, and radiological physics

Method of administration.—The Atomic Energy Commission fellowship program was administered by the National Research Council under contract with the Commission in the fiscal year 1949 and part of the fiscal year 1950. The Council was responsible for determining

the selection and award of predoctoral and postdoctoral fellowships in physics and the biological sciences and postdoctoral fellowships in the medical sciences. Beginning in the fiscal year 1950, however, the National Research Council became responsible only for the award of postdoctoral fellowships in fields requiring access to restricted data and the renewal of predoctoral fellowships already in effect. This more limited area of administration by the National Research Council resulted from the Council's expressed reluctance to administer a fellowship program which required investigation by the FBI of fellows engaged in nonsecret work as required by section 102–A of the Independent Offices Appropriation Act of 1950. A regional predoctoral fellowship program was established and administered under contract in the fiscal year 1951 by four groups: Associated Universities, Inc., Oak Ridge Institute of Nuclear Studies, and the Midwestern and Western Fellowship Boards.

Levels of education concerned.—The AEC fellowship program is concerned exclusively with advanced training at the college-graduate level covering both predoctoral and postdoctoral work.

Geographical areas affected.—The program affected educational institutions in 28 States and 3 foreign countries in the fiscal year 1950. Each person receiving a fellowship award is sent to the institution at which he chooses to study. The number of participants and estimated payments to institutions, according to States in which the institutions are located, were as follows in the fiscal year 1950:

	Number	Estimated payments		Number	Estimated payments
California	72	$23,300	North Carolina	19	$6,150
Colorado	9	2,910	Ohio	12	3,880
Connecticut	12	3,880	Oregon	7	2,265
Delaware	1	325	Pennsylvania	19	6,150
Florida	1	325	Rhode Island	4	1,295
Illinois	99	32,035	Tennessee	24	7,765
Indiana	26	8,415	Texas	10	3,235
Iowa	5	1,620	Utah	4	1,295
Louisiana	2	650	Virginia	2	650
Maryland	8	2,590	Washington	5	1,620
Massachusetts	80	25,890	Wisconsin	10	3,235
Michigan	18	5,825	Canada	1	325
Minnesota	6	1,940	England	2	650
Missouri	14	4,530	Switzerland	1	325
Nebraska	3	970			
New Jersey	18	5,825	Total	[1] 573	185,430
New York	79	25,560			

[1] Some fellows studied at institutions in more than 1 State, hence the number exceeds that shown in the succeeding section on number of persons affected.

According to information obtained from the Atomic Energy Commission an analysis of actual payments by States is not available.

Number and types of persons affected.—The AEC fellowship program in the fiscal year 1950 directly affected 540 individuals who were qualified to do graduate work in radiological physics, and in the physical and life sciences. Of this number, 106 were recipients of postdoctoral fellowships and 434 were recipients of predoctoral fellowships.

(2) *Activity: Off-site research contract program in the physical and life sciences*

Method of administration.—During the fiscal year 1950 the off-site research program of the AEC was administered, in part, indirectly

through the Office of Naval Research and in part directly through contracts between the AEC and educational institutions. Off-site contract research costing about $1,867,500 was financed by the AEC through the ONR. The cost of the balance of off-site contract research totaled $15,796,520. Most of the off-site research contracts are for a lump sum. In some instances the institution participates in support of the projects.

Level of education concerned.—The program is concerned with projects which customarily require the special abilities of particular scientific investigators who are on the institution's teaching or research staff. Associated with the project leader may be a small number of graduate students and younger Ph. D's.

Geographical areas affected.—The program is carried on at educational institutions in many parts of the United States and in Puerto Rico. In the fiscal year 1950, 92 institutions in 35 States, the District of Columbia, and Puerto Rico participated in the program. Federal payments were as follows, by States:

Arizona (University of Arizona)	$2,655
Arkansas (University of Arkansas)	14,000
California:	
California Institute of Technology	683,000
University of California	[1] 6,670,254
University of Southern California	31,563
Stanford University	50,000
Colorado (University of Colorado)	69,490
Connecticut:	
Wesleyan University	13,455
Yale University	87,280
Delaware (University of Delaware)	4,521
Florida (University of Florida)	29,759
Georgia (University of Georgia)	13,185
Idaho (Idaho State College)	10,000
Illinois:	
University of Chicago	312,390
University of Illinois	279,220
Illinois Institute of Technology	57,400
Northwestern University	72,860
Indiana:	
Indiana University	122,600
University of Notre Dame	194,400
Purdue University	206,250
Iowa:	
Iowa State College	347,915
State University of Iowa	82,300
Ames Laboratory (University of Iowa)	[1] 1,316,500
Kansas:	
University of Kansas	83,167
University of Wichita	14,500
Kentucky (University of Louisville)	4,600
Louisiana:	
Louisiana State University	6,363
Tulane University	3,600
Maryland:	
Johns Hopkins University	90,132
University of Maryland	10,000
Massachusetts:	
Amherst College	16,265
Boston University	34,955
Harvard University	245,710
Massachusetts Institute of Technology	619,003
Tufts College	20,978

[1] Represents costs rather than obligations.

Michigan:	
Marquette University	$13,200
Michigan State College	15,120
University of Michigan	297,850
Minnesota (University of Minnesota)	173,183
Missouri:	
University of Missouri	19,850
Washington University, St. Louis	242,200
St. Louis University	4,050
New Jersey:	
Rutgers University	21,645
Princeton University	300,465
New York:	
Columbia University	858,048
Fordham University	23,554
New York Medical College	20,008
New York University	118,636
Polytechnic Institute of Brooklyn	22,680
University of Rochester	[1] 1,453,383
Syracuse University	11,600
Cornell University	6,912
Rensselaer Polytechnic Institute	19,800
North Carolina:	
Bowman Gray School of Medicine (Wake Forest College)	24,748
Duke University	45,839
North Carolina State College	17,085
University of North Carolina	44,080
Ohio:	
Case Institute	61,150
Ohio State University	45,500
Western Reserve University	228,603
Kenyon College	5,000
Oklahoma:	
Oklahoma Agricultural and Mechanical College	8,078
University of Oklahoma	12,000
Oregon:	
Oregon State College	29,689
University of Oregon	48,505
Reed College	31,050
Pennsylvania:	
University of Pennsylvania	45,899
University of Pittsburgh	125,830
Pennsylvania State College	27,503
Carnegie Institute	585,100
South Dakota (South Dakota State College)	7,050
Tennessee:	
Meharry College	73,380
University of Tennessee	35,245
Vanderbilt University	32,800
Texas:	
Baylor University	5,000
Rice Institute	35,079
University of Texas	75,834
Utah:	
Utah State Agricultural College	9,100
University of Utah	153,232
Virginia (University of Virginia)	9,916
Washington:	
Washington State College	1,944
University of Washington	159,988
Wisconsin (University of Wisconsin)	174,966
Wyoming (University of Wyoming)	15,747
District of Columbia:	
George Washington University	7,550
Georgetown University	8,000
Howard University	19,076
Puerto Rico (University of Puerto Rico)	12,000
Total	17,664,020

Number and types of persons affected.—Many scientific investigators and graduate students are affected directly by the program, which is for the indirect benefit of the entire national citizenry.

(*3*) *Activity: Special training*

Method of administration.—The AEC special training program, first, permits research at Commission facilities by qualified members of the faculties of colleges and universities; second, permits employees at certain installations to continue their study toward scientific degrees; and, third, provides personnel training in the handling of radioisotopes and in using radioactive instruments. The first phase is administered by the Argonne, Oak Ridge, and Brookhaven National Laboratories, which are operated under contract with the Commission. The second aspect is administered through contract with the Oak Ridge Institute of Nuclear Studies, which provides space, equipment, and supplies, in collaboration with the University of Tennessee, which provides the administrative staff and all instruction. The third phase of this activity is administered through contract by the Oak Ridge National Laboratory, and the Oak Ridge Institute of Nuclear Studies.

Levels of education concerned.—This special training activity is concerned with advanced instruction of scientifically trained individuals, generally predoctoral.

Geographical areas affected.—All areas of the United States are affected, inasmuch as the participants come from throughout the country. While most of the training is carried on at AEC installations, chiefly at Oak Ridge, Tenn., the participants usually return to work in their local communities and institutions.

Number and types of persons affected.—Under the first segment of this activity each year 75 university research participants receive training over the three summer months. Under the second, 315 AEC employees a year receive graduate training at Oak Ridge looking toward scientific degrees. In the third segment, training in the handling of isotopes, 725 persons received instruction in 1949 and 1950; among these were scientists from many parts of the country and several foreign countries, civilian teachers of radiological defense, and special medical, United States Navy, and Oak Ridge research groups.

b. Production and Military Application Divisions

Activity: Community operations—Elementary and high school education

Method of administration.—The public schools in the communities of Los Alamos, N. Mex.; Oak Ridge, Tenn.; and Richland, Wash., are located on Federal property under the control of the AEC. School buildings and equipment are supplied by the AEC; while operation and administration are performed by State or local school systems. At Los Alamos the schools are administered under contract with the AEC by a board of education, appointed by the district judge. At Oak Ridge the AEC contracts with the Anderson County School Board to operate the schools, and at Richland the AEC contracts with the Richland school district of the State of Washington.

Levels of education concerned.—The arrangements provide kindergarten, elementary, junior, and senior high school education.

Geographical areas affected.—The areas affected and the financial commitments made by the AEC for educational activities were as follows during the fiscal year 1950, by States:

	Operations and maintenance	Construction
New Mexico (Los Alamos, board of education)	$359, 344	$827, 981
Tennessee (Oak Ridge, Anderson County School Board)	2, 073, 726	89, 884
Washington (Richland, Richland school district)	[1] 564, 400	[1] 1, 481, 500
Total	2, 997, 470	2, 399, 365

[1] On-site only. The AEC in 1950 also made payments of $715,468 to assist several off-site school districts in the environs of Richland.

Construction funds are administered separately from operating funds. At Los Alamos and Oak Ridge the school plant and equipment are provided to the school system, whereas at Richland the AEC contracts with the school district for construction of specific projects.

Number and types of persons affected.—The arrangements provide education for the dependents of all residents in the three communities. During the fiscal year 1950 a total of 13,022 pupils received benefits.

c. Reactor Development Division

(1) Activity: Off-site research contract program

Method of administration.—The Reactor Development Division enters into contracts with educational and scientific institutions providing for their investigation of special problems in the development of nuclear reactors. The contracts are administered by the field offices of AEC with some technical supervision by the Washington office.

Levels of education concerned.—The program is carried out at institutions of higher learning.

Geographical areas affected.—Payments made by the AEC for this activity during the fiscal year 1950 were as follows, by States:

California:	
Stanford University	$44, 000
University of California	55, 000
Idaho: Idaho State College	8, 996
Massachusetts:	
Harvard University	30, 000
Massachusetts Institute of Technology	809, 000
New York: Rensselaer Polytechnic Institute	20, 985
Total	967, 981

Number and types of persons affected.—An indeterminable number of persons at the contracting colleges and universities are directly affected by this activity, which indirectly benefits the entire national citizenry.

(2) Activity: Special training

Method of administration.—This activity, covering the training of qualified personnel in reactor technology at the Oak Ridge National Laboratory and in special aspects of reactor technology at the Argonne National Laboratory, is administered by contracts between the Commission and the Union Carbide & Carbon Corp. which operates

the Oak Ridge National Laboratory and with the University of Chicago which operates the Argonne National Laboratory. In the latter case the instruction is carried on by the Illinois Institute of Technology under a letter of agreement with the Argonne National Laboratory.

Levels of education concerned.—The training at both sites is at the graduate level, generally predoctoral.

Geographical areas affected.—While such instruction is given at the Oak Ridge National Laboratory and the Illinois Institute of Technology, the participants are from the United States at large. There was no Federal payment to the Illinois Institute of Technology for this work during the fiscal year 1950.

Number and types of persons affected.—In 1950 there were 20 recent graduates and 23 industrial representatives participating in the Reactor Technology School at Oak Ridge National Laboratory. Most of the latter were employees of Federal agencies having a direct interest in the reactor devolpment program. There were 16 employees of the Argonne National Laboratory participating in the courses of instruction at the Illinois Institute of Technology.

2. FEDERAL SECURITY AGENCY

a. Columbia Institution for the Deaf

Activity: Primary, secondary, and higher education of deaf persons

Method of administration.—The Columbia Institution for the Deaf directly administers its educational program. Its budgetary affairs are under the administration of the Federal Security Agency, the annual report of its president and directors being made to that Agency. The General Accounting Office settles and adjusts the accounts for disbursement of all funds of the Institution.

Levels of education concerned.—The Institution is composed of two schools and a normal training department, which provide elementary, secondary, and higher education, including training of hearing college graduates to become teachers of the deaf.

Geographical areas affected.—The Institution is located in Washington, D. C. The students come from many parts of the United States and from foreign countries.

Number and types of persons affected.—The program of the Institution is for the whole deaf citizenry of the United States. The total enrollment is about 325 students.

b. Food and Drug Administration

Activity: In-service training programs for professional employees

Method of administration.—Under the authority of the Federal Security Administrator, the Commissioner of Food and Drugs administers in-service training programs for professional employees of the Food and Drug Administration. Training activities are devised and conducted by the administrative officers or supervisors who are responsible for the particular activities in which improvements are sought.

Levels of education concerned.—The training programs are not correlated with any courses given in educational institutions, but much of the subject matter, especially that dealing with the analysis of

foods, drugs, and cosmetics, is the equivalent of college graduate study; none of the training is at a level lower than a college course.

Geographical areas affected.—The program is conducted throughout the United States as a whole, though specific courses are given in the areas best suited to the subject matter.

Number and types of persons affected.—The results of this in-service training of professional employees benefit the entire citizenry because the employees develop competency in dealing with problems affecting the interest of consumers of the articles regulated by the Food, Drug, and Cosmetic Act. About 700 persons received some training under these programs during the fiscal year 1950.

c. Howard University

Activity: Maintenance and operation of Howard University

Method of administration.—Howard University is a federally supported institution. It is privately controlled and administered by a 24-member board of trustees and a paid staff of officers and employees. The Federal Government is not represented on the board.

On March 3, 1879, the Congress made an appropriation of $10,000 for the support of the university. Since that time the Congress has made continuous and increasing appropriations to the university, year by year. Until the year 1928 these appropriations were made in the form of voted gratuities, without the support of a substantive law. In 1928, annual appropriations were authorized by an act of Congress, amending the Act of Incorporation of March 2, 1867, for the purpose of aiding "in the construction, development, improvement, and maintenance of the university."

Levels of education concerned.—Howard University was established in the District of Columbia by act of Congress on March 2, 1867, "for the education of youth in the liberal arts and sciences." The number of departments in the university has increased until now it operates a college of liberal arts, a graduate school, and eight professional schools.

Geographical areas affected.—The program of the institution is carried on in the District of Columbia. The enrollment consists of students from all parts of the United States, some of its possessions, and many foreign countries.

During the school year 1949–50 about 93 percent of the students came from 40 States and the District of Columbia, within the continental United States, while about 7 percent came from foreign countries.

Number and types of persons affected.—Howard University was established and operates principally for the benefit of Negroes in the United States. The whole citizenry is affected to some extent.

The total student enrollment for the school year 1949–50 was 5,789, of whom 3,825 were men and 1,964 were women. Of these 2,028 were veterans. There was a total of 477 teachers.

d. Office of Education

(1) Activity: Administration of Federal endowment of land-grant colleges and universities

Method of administration.—The original endowment of land-grant colleges and universities arising from the 1862 Morrill Act is admin-

istered by the several States. The Federal Security Administrator, through the Commissioner of Education, receives a report annually of the income and the status of the fund.

The appropriations made in accordance with the 1890 Morrill Act, the 1907 Nelson amendment, and section 22 of the 1935 Bankhead-Jones Act are administered by the Federal Security Administrator through the Commissioner of Education. The appropriations are "for the more complete endowment and maintenance" of colleges operated under the provisions of the 1862 act.

Levels of education concerned.—The land-grant colleges are institutions of higher education; however, some of their activities carried out in cooperation with the Department of Agriculture and State agencies are concerned with all levels of education.

Geographical areas affected.—There is at least one college in each State and in each of the Territories of Alaska, Hawaii, and Puerto Rico. There are two land-grant colleges in Massachusetts and in each of the 17 States which maintain separate educational systems for Negroes. Federal annual appropriations for instruction at land-grant colleges and universities for the fiscal year 1950 were as follows, by States:

Alabama	$102, 332. 47	Nevada	$71, 258. 25
Alaska	50, 000. 00	New Hampshire	75, 609. 75
Arizona	75, 698. 05	New Jersey	117, 479. 80
Arkansas	92, 248. 29	New Mexico	76, 069. 62
California	148, 833. 74	New York	223, 836. 92
Colorado	82, 820. 14	North Carolina	110, 762. 80
Connecticut	89, 507. 51	North Dakota	77, 326. 39
Delaware	73, 041. 61	Ohio	148, 836. 31
Florida	91, 655. 11	Oklahoma	96, 665. 64
Georgia	105, 650. 94	Oregon	82, 436. 51
Hawaii	74, 831. 46	Pennsylvania	182, 990. 38
Idaho	75, 990. 36	Puerto Rico	50, 000. 00
Illinois	160, 130. 90	Rhode Island	78, 141. 40
Indiana	109, 121. 30	South Carolina	91, 682. 40
Iowa	98, 969. 15	South Dakota	77, 338. 09
Kansas	90, 554. 99	Tennessee	103, 278. 40
Kentucky	102, 477. 04	Texas	143, 212. 13
Louisiana	96, 978. 88	Utah	76, 280. 66
Maine	79, 669. 36	Vermont	74, 099. 89
Maryland	90, 785. 79	Virginia	100, 561. 32
Massachusetts	119, 266. 57	Washington	89, 815. 07
Michigan	129, 987. 73	West Virginia	91, 707. 16
Minnesota	101, 868. 41	Wisconsin	105, 809. 17
Mississippi	94, 923. 58	Wyoming	72, 861. 72
Missouri	113, 194. 22		
Montana	76, 385. 05	Total	5, 030, 000. 00
Nebraska	85, 017. 57		

Number and types of persons affected.—The influence of the land-grant colleges and universities extends far beyond the effect on the persons enrolled. However, the number of students is indicative of the number of persons directly affected. During the school year 1949–50 the land-grant institutions for white students enrolled 484,151 and those for Negro students enrolled 23,551. The total staff (full-time equivalent) of the institutions for whites numbered 60,451 and of the institutions for Negroes 2,422. (A majority of the institutions which principally enroll white students also admit Negroes.)

(2) *Activity: Administration of the basic statutory function of the Office of Education*

Method of administration.—The Office of Education, a constituent unit of the Federal Security Agency, carries out its responsibilities under the direction of the Commissioner of Education, a Presidential appointee. The Office maintains direct contact with State departments of education and other State and local educational authorities and with institutions of higher education. It supplies consultative and advisory services in addition to printed materials.

Levels of education concerned.—The Office serves all levels and types of education, both publicly and privately maintained, from the preschool and kindergarten levels through the graduate school.

Geographical areas affected.—The activities of the Office affect the entire continental United States and its Territories.

Number and types of persons affected.—The program is for the benefit of the whole citizenry, affecting the life of practically every person during his school years, and diminishing numbers in the college and other post-high-school-ages. Enrollments in elementary and secondary schools are now estimated at about 26 million, and roughly 1 million teachers are employed in the school systems of the Nation. College enrollments total about 2,600,000 with 250,000 persons serving on the administrative staffs and faculties. The number of persons involved in adult education and other forms of education outside the full-time programs of elementary, secondary, and higher institutions is estimated at 14 million.

(3) *Activity: Cataloging of United States Government films as a special educational service*

Method of administration.—The Office of Education administers this program in cooperation with many other Federal agencies. In accordance with Budget Bureau Circular A–21, all Federal agencies report information on their films to the Office of Education; the Office catalogs such information in accordance with established cataloging rules, and then prepares and publishes general and special catalogs of such films, and provides catalog copy to the Library of Congress, which prints and distributes 3 by 5 library catalog cards.

Levels of education concerned.—This program serves the fields of secondary, higher, and adult education since the Government films which are being cataloged were produced for showing to audiences of these educational levels.

Geographical areas affected.—While the activity is performed in Washington, the catalog information is distributed to and utilized by educational institutions, both formal and informal, throughout the whole United States—including all agencies of the Federal Government which are engaged in the production, distribution, and exhibition of films.

Number and types of persons affected.—Since Government films are shown to practically all kinds of groups, the catalog service is for the benefit of the whole citizenry.

(4) *Activity: Evaluation of audio-visual training aids of the Department of the Navy as a special educational service*

Method of administration.—This program is administered cooperatively by the Department of the Navy and the Office of Education through two committees entitled self-explanatorily the Policy Com-

mittee and the Working Committee. The Policy Committee decides upon the areas of investigation; the Working Committee prepares the plans and procedures; the Office of Education enters into contracts with selected colleges to perform the necessary research and investigation; and the Working Committee supervises the investigations being performed.

Levels of education concerned.—This program serves both the field of military training and the fields of civilian secondary and higher education.

Geographical areas affected.—While the investigations are being performed by colleges in several States, the results are expected to benefit education throughout the whole United States. Following is a summary of the Federal expenditures under contract for the fiscal year 1950:

California (Stanford University)	$10,000
Iowa (State University of Iowa)	10,000
Washington (Central Washington College of Education)	6,000
Total	26,000

Number and types of persons affected.—The program is for the benefit of the Armed Forces primarily, but with values also for civilians benefiting from the use of audio-visual training aids.

(5) *Activity: Federal-State vocational education program*

Method of administration.—The Federal Vocational Education Acts place upon the Office of Education responsibility for cooperating with State boards for vocational education in the promotion and further development of vocational education. The acts are administered as a Federal-State cooperative program. The States' acceptance acts provide for State boards with full responsibility for the preparation of a State plan for vocational education which, when approved by the United States Commissioner of Education, serves as the basis for the administration of the Federal funds allotted to the State for vocational education. The acts require at least dollar-for-dollar matching of Federal funds with State and/or local funds, and public supervision or control of the program.

Levels of education concerned.—The vocational education acts specify that the vocational training shall be of less than college grade for persons 14 years of age or over. The acts also provide for the training of teachers of vocational subjects. Although the greater portion of the program is conducted by secondary schools, it is permissible that other schools receive reimbursement from Federal funds for vocational training so long as the work offered is of less than college grade and for persons 14 years of age or over. The training of teachers is generally carried out in teachers colleges.

Geographical areas affected.—All States and Territories of the United States, the District of Columbia, and the Virgin Islands are eligible to participate in the benefits of the program; and all do so excepting Alaska. Allotments of Federal vocational education funds for the several States, Territories, the District of Columbia, and insular possessions for the fiscal year 1950 (based on the 1940 census) were as follows:

Alabama	$723,561.84	New Jersey	$574,572.41
Arizona	172,046.56	New Mexico	173,625.91
Arkansas	542,950.15	New York	1,851,966.28
California	1,077,489.76	North Carolina	917,574.84
Colorado	221,005.86	North Dakota	214,684.82
Connecticut	281,132.88	Ohio	1,171,400.96
Delaware	165,000.00	Oklahoma	551,805.21
Florida	345,039.77	Oregon	221,396.62
Georgia	767,189.30	Pennsylvania	1,581,508.75
Idaho	174,955.96	Rhode Island	181,574.47
Illinois	1,244,100.37	South Carolina	498,567.98
Indiana	664,484.29	South Dakota	206,881.40
Iowa	574,137.83	Tennessee	713,467.57
Kansas	400,651.60	Texas	1,403,887.95
Kentucky	714,229.49	Utah	170,254.88
Louisiana	535,649.49	Vermont	167,367.35
Maine	190,289.93	Virginia	626,464.08
Maryland	316,144.44	Washington	328,698.22
Massachusetts	560,780.26	West Virginia	432,753.02
Michigan	903,472.40	Wisconsin	634,125.90
Minnesota	594,783.18	Wyoming	165,000.00
Mississippi	637,570.91	Alaska	135,000.00
Missouri	780,772.80	District of Columbia	135,000.00
Montana	173,233.08	Hawaii	165,000.00
Nebraska	304,890.16	Puerto Rico	507,305.63
Nevada	165,000.00		
New Hampshire	167,435.44	Total	27,127,882.00

Number and types of persons affected.—Vocational instruction is offered for young persons enrolled in the regular day schools, for out-of-school youth and for adults who are in need of occupational training. Any person who by virtue of having chosen an occupation or being employed in an occupation can profit by the instruction is eligible to enroll in the classes.

In the school year 1949–50, a total of 3,363,684 persons were enrolled in all types of classes offered under this program. Of these, 1,517,884 were in evening classes enrolling employed workers; 598,453 were persons employed part time and attending classes during part of the regular working day; and 1,247,347 were regular students in day classes, most of which were conducted by secondary schools. They were taught by 20,914 teachers of evening classes; 12,248 teachers of part-time classes; 29,733 teachers of all-day classes.

(*6*) *Activity: International exchange program for teachers and trainees* (*occupied areas*)

Method of administration.—The Office of Education operates the German and Austrian program in cooperation with the Department of State; the Japanese and Ryukyuan program in cooperation with the Department of the Army. Selection, screening, and travel to the United States and return are the responsibility of the two agencies concerned in each case. The Office of Education assumes full responsibility for maintenance payments, travel, and program within the United States. Appropriations for the program are made to the Department of State and to the Department of the Army, respectively, and are transferred to the Federal Security Agency for the operation of assigned projects. Maintenance and incidental payments are made by the Office of Education direct to the recipients.

Levels of education concerned.—The program concerns all levels of education in the United States from the kindergarten through the university. Leaders from all levels and from many special fields of

education spend periods of observation in all types of educational institutions, in State departments of education, in county and local units, and in specialized agencies. Teacher trainees spend approximately two-thirds of their time in selected universities or teachers colleges and one-third in public-school systems.

Geographical areas affected.—The program is carried out in the United States as a whole. Visitors from the occupied areas have been in every State of the Union. The Office of Education acts in an advisory capacity in the selection of American education specialists who are being sent to Germany and Austria by the Department of State.

Number and types of persons affected.—During the fiscal year 1950, 26 German education leaders, 40 Japanese leaders, 11 Austrian education leaders, and 3 Ryukyuan education leaders came to the United States for training under this program.

(7) *Activity: International exchange program for teachers, trainees, and students (other countries)*

Method of administration.—In cooperation with the Division of Exchange of Persons, Department of State, the Office of Education operates the Fulbright teacher-exchange program, the teacher-trainee program, and the student-exchange program under the Convention for the Promotion of Inter-American Cultural Relations (Buenos Aires Convention). The program of travel and maintenance grants for Latin-American students is operated by the Office of Education in cooperation with the Department of State and the Institute of International Education. The Office of Education also operates the interchange of teachers between the United States and Canada in cooperation with the Canadian Education Association.

Levels of education concerned.—Teacher interchanges are made in educational institutions from kindergarten through the junior college in the United States, and in institutions of similar levels abroad. Teacher-trainee programs utilize in the United States institutions of higher education for initial training and State departments of education and city elementary and secondary schools for observation and practice. Exchange-student programs utilize institutions of higher education.

Geographical areas affected.—These programs affect the United States as a whole. Teachers and students from schools and colleges throughout this country are eligible to participate, and foreign students, teachers, and trainees are brought to a wide range of American schools. Similarly, they affect the national educational institutions in foreign countries. Federal payments under contract with non-Federal agencies for services in connection with these programs during the fiscal year 1950 were as follows: University of Michigan (for tuition of teacher trainees), $2,200; Institute of International Education (for placement, counsel and guidance service on the travel and maintenance grant program, and for maintenance grants for students), $79,270; and National Education Association (for operation of Washington Orientation Center for Foreign Students and Trainees), $30,000.

Number and types of persons affected.—In the fiscal year 1950 the following numbers of teachers, trainees, and students were affected in the programs discussed: Fulbright teacher exchange programs, 121 teachers from the United States, 97 from the United Kingdom, 16

from Canada, 7 from France, and 1 from Belgium; teacher-trainee program, 17 teachers from Korea, 4 from Europe, 8 from the Near East, and 16 from Latin America; Buenos Aires Convention, 9 graduate students from the United States and 26 from Latin-American countries; and United States travel and maintenance grants, 93 graduate students from Latin-American countries.

(*8*) *Activity: Maintenance of the National Scientific Register*

Method of administration.—Since June 1950, the Office of Education through cooperative agreement with the National Security Resources Board, has operated the National Scientific Register. Public Law 507, creating the National Science Foundation, transferred the responsibility for the maintenance of a national roster of scientific and specialized personnel to that agency. It is expected that in the immediate future the Foundation will request the Office of Education to continue to administer the project.

Consistent with anticipated functions of the National Science Foundation, the National Scientific Register has confined the area of its present registration to the natural and engineering sciences, and mathematics. The registration program is conducted as a joint effort between the Register and organized science in America, represented by the principal professional and scientific societies and councils. Committees of experts, representing the sciences involved, collaborated in developing technical coding and classification structures for the various disciplines. Data in the Register are classified and recorded by means of a mechanical punched-card system designed to yield to various types of statistical analyses, and to permit the identification of specific skills of individual scientists, or of groups of skills which might be required for planning or mobilization purposes.

Levels of education concerned.—Educational relationships of the Scientific Register are exclusively with institutions of higher education.

Geographical areas affected.—Scientists are registered from all parts of the United States.

Number and types of persons affected.—The relationships of the Register are with persons trained in the physical, natural, and engineering sciences. In the first year of operation, returns have been received from approximately 150,000 scientists, and it is expected that members of most of the branches of the engineering fields will be registering within the next fiscal year.

In addition to its registration function, the Scientific Register conducts various analyses and studies of scientific population to indicate the character of the Nation's supply of scientifically trained manpower, for use in the development of scholarship, fellowship, and other training programs, to assist in alleviating manpower requirements in fields which are in short supply. The maintenance of the Register is for the ultimate benefit of the whole national citizenry.

(*9*) *Activity: Production of visual aids to instruction on mental health as a special educational service*

Method of administration.—This program is administered cooperatively by the Public Health Service and the Office of Education with the Public Health Service determining the subjects and subject matter; the Public Health Service and the Office of Education determin-

ing the film treatment; the Office of Education awarding contracts for the production of the visual aids so determined; and the Public Health Service and the Office of Education cooperatively supervising the production of the visual aids.

Levels of education concerned.—This program serves the field of adult education since the visual aids are intended primarily for instructing parents, medical personnel, and social workers.

Geographical areas affected.—The benefits of the program derive from audiences seeing and using the visual aids. These audiences are throughout the whole United States.

Number and types of persons affected.—The program is for the benefit of adults concerned with the mental health aspects of surgery on children, principally surgeons, social workers, and parents.

(*10*) *Activity: Program of school assistance in federally affected areas*

Method of administration.—Under the President's Reorganization Plan No. 16, dated March 13, 1950, the program of assistance to school districts in areas affected by Federal activities under Public Law 306 of the Eighty-first Congress, was transferred from the General Services Administration to the Federal Security Agency. The liquidation of the program under Public Law 306 was delegated to the Office of Education on May 24, 1950. The personnel and records of the General Services Administration were transferred to the Office at that time, and the process of liquidation of the program was begun, carrying over into the fiscal year 1951.

With the signing into law of Public Laws 815 and 874 of the Eighty-first Congress, responsibility for the administration of a program of assistance to schools in federally affected areas was lodged in the Commissioner of Education. The enlarged and continuing program of aid is administered by the Office of Education, allotments of money being made to specified school districts in accordance with the provisions of the acts. In a few instances, where special circumstances do not permit the inclusion of the schools on military reservations as part of local school districts, the responsibility for operating the schools on base is delegated by the Commissioner of Education to the Department of the Army, the Federal funds in aid being supplied in accordance with the provisions of the law.

Levels of education concerned.—Elementary and secondary schools only are affected.

Geographical areas affected.—Under Public Law 306, approximately 175 school districts received assistance on a deficit financing basis. These districts in the main were those that had a very large and substantial impact of additional population during World War II which had still remained in the area after cessation of hostilities.

Under the programs authorized by Public Laws 815 and 874, approved in September 1950, 1,210 separate school districts applied for and were determined to be eligible for assistance under Public Law 874, and over 800 school districts were determined to have an entitlement for school construction under Public Law 815. A total of 159 of the school districts eligible under Public Law 815 received an allotment of funds. These school districts are located in every State in the Union and are those surrounding military installations, defense production centers, activities of the Corps of Engineers and the Bureau

of Reclamation in flood control and reclamation, and other large Federal agency activities.

Number and types of persons affected.—There was an estimated half million children in the 175 areas receiving assistance under Public Law 306. The school districts eligible for assistance under Public Laws 815 and 874 had in 1950 approximately 2,300,000 children in average daily attendance of whom 582,000 were estimated to be federally connected.

(*11*) *Activity: Surplus property utilization program*

Method of administration.—The general administration of this program was, by Public Law 152, Eighty-first Congress, placed in the General Services Administration. However, the law placed in the Federal Security Agency responsibility for determining whether surplus property was useful and necessary for education and health purposes, recommending transfer to eligible institutions and allotting such property among the several States. The Federal Security Administrator delegated to the Commissioner of Education these responsibilities insofar as education was concerned. The Office of Education dealt with educational claimants through the State educational agencies for surplus property. Nonpaid accredited assistants responsible to the Office assisted in locating and screening surplus property.

Levels of education concerned.—Surplus property was transferred to elementary and secondary schools and to institutions of higher education.

Geographical areas affected.—The program applied to the entire continental United States, Hawaii, Alaska, Puerto Rico, and the Virgin Islands.

Number and types of persons affected.—No accurate estimate of the number of persons affected can be furnished. Some idea of the scope of the program may be gained, however, from the fact that personal property in the amount of $110,306,652 and real property in the amount of $10,335,228 estimated acquisition value was transferred to educational institutions during the fiscal year 1950.

(*12*) *Activity: Veterans' educational facilities program*

Method of administration.—The veterans' educational facilities program was established under the provisions of Public Law 697, Seventy-ninth Congress. This legislation authorized the Federal Works Agency to provide war surplus facilities to educational institutions engaged in the education and training of veterans, upon the certification of need thereof by the Commissioner of Education. The program was operated by direct contact between the educational institutions and the Federal Government. Qualified educational institutions submitted justifications of need for instructional plants and equipment. Representatives of the Commissioner of Education issued findings of need; and the Bureau of Community Facilities of the Federal Works Agency acquired war surplus buildings and equipment to fill these needs.

The active operation of the veterans' educational facilities program was discontinued in December 1948. During the fiscal year 1950 activities were limited principally to preparation of material for a report and handling of unfinished business.

Levels of education concerned.—Educational institutions at all levels in which veterans were enrolled under the provisions of Public Law 346, Seventy-eighth Congress, were eligible for assistance when their facilities were inadequate because of the enrollment of veterans.

Geographical areas affected.—The entire continental United States and outlying areas were affected by this program.

Number and types of persons affected.—The aggregate number of veterans enrolled in educational institutions to which facilities were furnished under this program was approximately 1,200,000.

(*13*) *Activity: Vocational-education program for the Virgin Islands*

The benefits of the Federal vocational-education acts were extended to the Virgin Islands by Public Law 462, Eighty-first Congress, authorizing an annual appropriation of $40,000 for vocational education in the Virgin Islands. The account given under the preceding section d (5) of this report, entitled "Federal-State vocational-education program," includes information on this activity in the Virgin Islands.

e. Office of Vocational Rehabilitation

Activity: Vocational rehabilitation of civilians

Methods of administration.—Vocational rehabilitation of civilians is administered by State boards of vocational education with the help of grants-in-aid from the Federal Government. The Office of Vocational Rehabilitation has promulgated regulations regarding basic standards to be observed by the operating State agencies. These standards are reflected in a State plan which each agency prepares; this State plan when approved by the Office of Vocational Rehabilitation becomes the operating guide for the State agency, since it sets forth the condition and purpose for which the Federal grants may be expended.

In the District of Columbia the administration of the program, including the provision of services to individual clients, is the responsibility of the Office of Vocational Rehabilitation.

Levels of education concerned.—The program can utilize any educational facility which meets the educational needs of persons of employable age. The following are the types of institutions used, ranked roughly according to the frequency of use; privately owned business colleges and trade schools; colleges and universities; business establishments which provide on-the-job training; public vocational schools; and tutors, correspondence schools, and various miscellaneous facilities. Vocational-rehabilitation training covers all educational levels.

Geographical areas affected.—State-wide programs are operated in each of the 48 States and in the District of Columbia, Hawaii, and Puerto Rico. Federal grants to each for State administration of training under the program during the fiscal year 1950 were as follows:

Alabama	$85,599	Idaho	$189,174
Arizona	14,491	Illinois	110,890
Arkansas	44,786	Indiana	10,286
California	211,996	Iowa	38,601
Colorado	27,230	Kansas	27,524
Connecticut	48,559	Kentucky	32,571
Delaware	19,808	Louisiana	52,198
Florida	43,355	Maine	16,264
Georgia	125,031	Maryland	30,348

Massachusetts	$51,721	Rhode Island	$18,267
Michigan	225,784	South Carolina	33,967
Minnesota	73,124	South Dakota	13,696
Mississippi	25,410	Tennessee	88,627
Missouri	57,441	Texas	126,008
Montana	17,459	Utah	14,563
Nebraska	38,054	Vermont	5,944
Nevada	1,875	Virginia	63,464
New Hampshire	11,424	Washington	93,324
New Jersey	70,116	West Virginia	38,385
New Mexico	8,424	Wisconsin	94,422
New York	224,396	Wyoming	7,249
North Carolina	90,600	Alaska	([1])
North Dakota	18,302	District of Columbia	19,078
Ohio	100,424	Hawaii	22,078
Oklahoma	67,477	Puerto Rico	26,946
Oregon	37,944		
Pennsylvania	221,890	Total	3,136,594

[1] Program not operating in 1950.

Number and types of persons affected.—The program is for the benefit of any and all persons (outside the military service) who may be handicapped in their employment because of a physical or mental disability. However, by standards and by operating practice the program expects all individuals who are eligible for similar benefits under any other program, which has a more direct responsibility for the needs of that particular individual, to utilize such benefits. For example, since the Veterans' Administration provides rehabilitation services to veterans with a service-connected disability, they are generally not served under this program.

f. Public Health Service

(*1*) *Activity: Basic psychiatric nurse-training program of the Division of Hospitals, Nursing Branch*

Method of administration.—This program is administered by mutual agreement between the superintendents of the Public Health Service hospitals at Fort Worth and Amarillo, Tex., and the heads of schools of nursing in those localities. The agreement contains a statement of objectives of the course, content of clinical experience and instruction, qualifications of students and instructional personnel, method of evaluation of student achievement, health program, records and administrative details. The trainees work in the Public Health Service hospitals. No payment or transfer of funds between institutions is involved.

Levels of education concerned.—This course is an integral part of the basic preparation for professional nursing, generally considered to be on a junior-college level.

Geographical areas affected.—The training is carried out on Federal property at Fort Worth and Amarillo, Tex.

Number and types of persons affected.—The program is for students enrolled in basic professional nursing programs. Approximately 60 students complete the course annually.

(*2*) *Activity: Cancer-control special-projects-grant program, in cooperation with State health agencies, universities, hospitals and other institutions*

Method of administration.—This program is one of Federal financial aid to institutions, organizations, and official health agencies. The

National Institute of Health (Public Health Service) makes the grants on an annual basis, following the review of application by a special committee and by the National Advisory Cancer Council. Continuation of support for subsequent years is approved on the basis of renewal applications, evaluation of reports of progress, and visits to the various projects by members of the National Cancer Institute staff, Cancer Control Committee, or National Advisory Cancer Council.

Levels of education concerned.—This program pertains primarily to the higher education level, including both graduate and undergraduate work. A number of projects, however, have as their objective the education of the general public at all levels on matters pertaining to cancer.

Geographical areas affected.—This activity is carried out in the United States generally, and in Territorial possessions as found to be necessary. Grants are made to institutions and other organizations throughout the United States wherever such grants will effectively serve the purposes of the program. Cancer-control grants by the National Institute of Health during the fiscal year 1950 were as follows, by States:

Alabama	$30,000	Missouri	$1,000
Arkansas	12,000	New Jersey	26,200
California	39,485	New York	221,871
Colorado	56,295	North Carolina	15,200
Connecticut	32,938	Ohio	32,600
District of Columbia	29,504	Oregon	16,513
Illinois	55,148	Pennsylvania	9,833
Iowa	3,545	Tennessee	33,182
Kansas	15,660	Texas	49,400
Kentucky	4,000	Utah	19,656
Louisiana	21,248	Washington	72,780
Maryland	49,626	Hawaii	9,028
Massachusetts	87,938	Puerto Rico	24,500
Michigan	29,590		
Minnesota	36,980	Total	1,035,720

Number and types of persons affected.—In general, the program is established for the benefit of the entire population—its purpose being to improve methods of prevention and control of cancer. Because of the wide variety of projects supported, it is impossible to indicate the number of persons benefited. Some projects (for example, production of films for presentation to lay audiences) are educational in the very broadest sense. It can be estimated that at least 500 persons benefited directly from such activities as courses in cancer nursing, public health education, training of medical technicians, and similar activities.

(*3*) *Activity: Dental internship program of the Division of Hospitals*

Method of administration.—This activity is under the direction of the Chief of the Division of Hospitals, supervised by a Public Health Service Committee on Internships and Residencies which is guided by the recommendations of the American Dental Association's Council on Dental Education, and Council on Hospital Dental Services in cooperation with the American Medical Association's Council on Medical Education. In each hospital the internship-training program is under the direction of the medical officer in charge and is governed directly by a local intern-training committee composed of

chiefs of services. The Public Health Service hospitals are administered directly by the Division of Hospitals, under the Bureau of Medical Services, Public Health Service, Federal Security Agency.

Levels of education concerned.—Intern training is conducted on a college-graduate level, all interns having completed dental school with satisfactory scholastic records. All Public Health Service hospitals with intern-training programs have established liaison for training purposes with recognized dental schools.

Geographical areas affected.—The Public Health Service hospitals in which dental intern training is carried out are located on Federal properties in Massachusetts, New York, Maryland, Louisiana, California, Washington, Illinois, and Ohio. Public Health Service beneficiaries in need of dental care in these localities are treated in these hospitals, whether or not their legal residence is in that area.

Number and types of persons affected.—The program is primarily for the benefit of 32 officers of the Public Health Service.

(4) *Activity: Dietetic-internship program of the Division of Hospitals*

Method of administration.—The dietetic-internship program is approved and guided by the recommendations of the American Dietetic Association and the Public Health Service Committee on Internships and Residencies. The program is conducted under the direction of the medical officer in charge of the Staten Island Public Health Service Hospital and is under the direct administration of the director of dietetics of that hospital. The hospital is administered directly by the Division of Hospitals, under the Bureau of Medical Services, Public Health Service, Federal Security Agency.

Levels of education concerned.—This program is conducted on the higher educational level and is affiliated with Georgetown University Hospital, Washington, D. C., for 2 months' outside hospital supplementary experience.

Geographical areas affected.—This program is operated on the Federal reservation at Staten Island, N. Y.

Number and types of persons affected.—Twelve interns are selected annually on a competitive basis from graduates of colleges and universities throughout the United States. Candidates must have a bachelor's degree with a major in dietetics from an accredited course.

(5) *Activity: Education of child patients at the United States Marine Hospital, Carville, La., under the direction of the Division of Hospitals*

Method of administration.—This activity is administered directly by the medical officer in charge of the Public Health Service hospital at Carville, La., which is under the Chief of the Division of Hospitals, in the Bureau of Medical Services, Public Health Service, Federal Security Agency. Teachers in this program are employed and paid by the Public Health Service and meet local and State requirements for teaching positions.

Levels of education concerned.—This is an elementary- and secondary-school program accredited by the State department of education through the St. Gabriel High School. Diplomas of graduation are issued by this high school.

Geographical areas affected.—This program is operated on the Federal reservation of the Public Health Service hospital in Carville, La.

Number and types of persons affected.—The program is for the benefit of patients who are under treatment at the hospital and who come from all parts of the United States. In 1950 there were 2 teachers giving instruction to 25 patients.

(6) *Activity: Freedmen's Hospital program of nurse training, internship and residency, in cooperation with Howard University and other institutions*

Method of administration.—Training courses conducted at Freedmen's Hospital are administered directly by the hospital in cooperation with Howard University. In view of the close relationship of the hospital and the university, certain courses required in the student nurses' preclinical period are contracted for with the university. All other training programs are self-contained in this institution.

Levels of education concerned.—All training programs conducted are at the higher education level. Of the 17 approved training courses offered, all are at the graduate level with the exception of the School of Nursing.

Geographical areas affected.—All programs are conducted on Federal properties in Washington, D. C. Persons having completed these courses are located in many States.

Number and types of persons affected.—During the fiscal year 1950 about 180 persons, principally Negroes, received training under this program.

(7) *Activity: Program of grants for the construction of research facilities at educational institutions*

Method of administration.—Under this program the Public Health Service makes grants to institutions after review and evaluation of proposed projects by members of the staff, recommendation by the appropriate National Advisory Council, and approval of the Surgeon General. The construction programs are carried out directly by the institutions.

Levels of education concerned.—This program is related primarily to education at the college-graduate level. It is concerned with providing facilities for the work and further education of scientists and physicians in the fields of cancer and cardiovascular research.

Geographical areas affected.—Grants have been made to institutions in over half of the States. Approval of proposed projects has been on the basis of their importance and value in terms of improving the facilities of the entire United States to conduct research and related educational activities in the cancer and cardiovascular fields. Total grants in the fiscal year 1950 were as follows, by States:

California	$1,385,000	Missouri	$625,000
Colorado	246,380	New York	875,650
District of Columbia	250,000	North Carolina	443,605
Georgia	73,000	Ohio	600,000
Illinois	832,300	Oklahoma	225,000
Indiana	126,350	Pennsylvania	1,093,550
Iowa	12,250	South Carolina	100,000
Kansas	300,000	Tennessee	298,680
Louisiana	485,000	Texas	100,000
Maryland	1,235,000	Utah	60,000
Massachusetts	1,461,800	Wisconsin	291,000
Michigan	250,000		
Minnesota	685,000	Total	12,059,000
Mississippi	4,435		

Number and types of persons affected.—The number of persons employed directly or indirectly on these projects is impossible to determine. Indirect benefits affect the entire population through provision of improved opportunities to conduct research and develop better means of treatment and prevention of cancer and cardiovascular diseases.

(8) *Activity: Greek training project of the Division of International Health*

Method of administration.—This training program is a part of the Public Health Mission program, which in turn is a part of the total Economic Cooperation Administration program in Greece. The program during the fiscal year 1950 was administered by the Public Health Service with funds transferred by the Economic Cooperation Administration, in cooperation with the Government of Greece.

Levels of education concerned.—Only college-graduate health workers are eligible for training awards.

Geographical areas affected.—The training is carried out at various places within the United States.

Number and types of persons affected.—Nineteen Greek nationals received training under this program, which was carried out for the indirect benefit of the whole citizenry of Greece as well as for the benefit of the trainees during the fiscal year 1950.

(9) *Activity: Medical internship program of the Division of Hospitals*

Method of administration.—This activity is under the direction of the Chief of the Division of Hospitals, supervised by a Public Health Service Committee on Internships and Residencies, which is guided by the recommendations of the American Medical Association's council on medical education in hospitals and the boards of the specialties involved. In each hospital the internship-training program is under the direction of the medical officer in charge and is governed directly by a local intern-training committee composed of chiefs of services. The Public Health Service hospitals are administered directly by the Division of Hospitals, under the Bureau of Medical Services, Public Health Service, Federal Security Agency.

Levels of education concerned.—The intern training is conducted on a college-graduate level, all interns having completed medical school with satisfactory scholastic records. Most Public Health Service hospitals with intern-training programs have established liaison for training purposes with recognized medical schools.

Geographical areas affected.—The Public Health Service hospitals in which intern training is carried out are located on Federal properties in Massachusetts, New York, Maryland, Louisiana, Texas, California, Washington, Illinois, Michigan, and Ohio. Public Health Service beneficiaries in need of medical care in these localities are treated in these hospitals, whether or not their legal residence is in that area.

Number and types of persons affected.—The program is for the benefit of 114 officers of the Public Health Service.

(*10*) *Activity: Medical Record Library Science School of the Division of Hospitals*

Method of administration.—The Medical Record Library Science School is administered by the Division of Hospitals, under the Bureau of Medical Services, Public Health Service, Federal Security Agency, through the medical officer in charge of the Baltimore Public Health Service Hospital, in accordance with provisions for approval established by the American Medical Association's council on medical education in hospitals. This council sets standards for operation, including requirements of students for admission, qualifications of instructors, length and coverage of course.

Levels of education concerned.—The program is associated with institutions of higher educational level. The first 2 years of education include prerequisite courses determined by an educational advisory committee of the Baltimore Junior College, which includes three representatives of the Division of Hospitals.

Geographical areas affected.—The program is located and operated on Federal property at the Public Health Service Hospital in Baltimore, Md.

Number and types of persons affected.—The program is conducted for the benefit of personnel of all types of hospitals, Federal and civilian. Estimated maximum annual enrollment in the school is 12.

(*11*) *Activity: Mental health consultation and demonstration services program, in cooperation with training institutions and professional organizations*

Method of administration.—The National Institute of Mental Health administers this program of consultation and demonstration services in the training field. Adoption and implementation of activities is a responsibility of the training centers.

Levels of education concerned.—The program pertains to on-the-job training at the higher educational level, such as training of psychiatric aides in mental hospitals, mental health training of undergraduate medical students, and specialized training in psychiatry and related mental health disciplines.

Geographical areas affected.—Any institution in the United States providing training in the mental health field is eligible for this service, which is provided to several in different parts of the United States each year.

Number and types of persons affected.—All trainees in training centers and institutions requesting consultation service and demonstrations derive benefits from this program.

(*12*) *Activity: Mental Health Training Institute program, in cooperation with State health agencies and medical schools*

Method of administration.—The institutes are administered by grantees (principally mental health authorities, and medical schools) with consultation and assistance of the National Institute of Mental Health.

Levels of education concerned.—These short-term institutes are designed to give some orientation in mental health to general practitioners, public health personnel, school personnel, and others. The work is generally at the level of higher education.

Geographical areas affected.—Institutes may be conducted anywhere in the United States. In the fiscal year 1950, institutes were held in Massachusetts, Utah, Kansas, Maryland, Delaware, Washington, Georgia, and Missouri.

Number and types of persons affected.—Attendance at each institute has ranged from 25 to 70 persons from the State in which the institute was held and surrounding States.

(*13*) *Activity: Participation in radiological safety and related training courses offered by the Atomic Energy Commission, the Armed Forces special weapons project, and service schools of the Army, Navy, and Air Force*

Method of administration.—Each of the courses included in this program, with the exception of a portion of the 9-month fellowship course and a portion of the 3-year course in radiological safety, is directly administered and conducted by service schools of the Department of Defense. The nonfederally administered portions of these two courses are administered by universities under contract with the Government, in accordance with plans developed and approved by the Armed Forces special weapons project.

Levels of education concerned.—Each of the courses is at the level of higher education.

Geographical areas affected.—All federally administered portions of these programs are carried out on Federal property in various parts of the United States. The nonfederally administered portions are carried out in universities located within the United States.

Number and types of persons affected.—Persons assigned to these courses are largely officers of the commissioned corps of the public Health Service who in time of war are considered members of the military services; the remaining few are civilian employees of the Public Health Service. About 227 officers received training in these courses in the fiscal year 1950.

(*14*) *Activity: Philippine rehabilitation program of the Division of International Health*

Method of administration.—Under the Philippine Rehabilitation Act of 1946, the training program for Filipino health workers has been administered directly by the Public Health Service. The training activities are being terminated in 1951.

Levels of education concerned.—All recipients of grants had to be graduate doctors, nurses, or engineers. All training has been in "public health methods and administration" only, including graduate courses in schools of public health and nursing.

Geographical areas affected.—The activities, consisting of 1 year's training (except for ten 4-month travel awards), include 9 months of academic study and 3 months of field work. Field training has been done in various city, county, or State health departments, hospitals, et cetera, in all parts of the United States. Some field training was done in the Hawaiian Islands, when grantees were en route home.

Number and types of persons affected.—A hundred Filipinos have been given this training, designed to benefit indirectly all the people of the Philippines.

(15) Activity: Public Health Service research fellowship program for scientifically and medically trained personnel

Method of administration.—The research fellowships program of the Public Health Service is administered directly and entirely by this Federal agency. The Surgeon General awards research fellowships upon the recommendation of various research fellowships boards whose scientific interests fall within the areas established by Congress for the National Institutes of Health. One board of non-Federal consultants acts in an advisory capacity to the Surgeon General. General competitions are held four times yearly.

Levels of education concerned.—The levels of education concerned in this program are the predoctoral and postdoctoral levels.

Geographical areas affected.—This program is not restricted to any particular geographical area and has operated to support fellows within the continental limits of the United States, Canada, Great Britain, and the European continental countries. Distribution of fellowship awards among the States and foreign countries during the fiscal year 1950 was as follows:

Arizona	$1,902	New York	$227,515
California	75,430	North Carolina	37,050
Colorado	13,155	Ohio	54,822
Connecticut	64,349	Oklahoma	7,500
District of Columbia	16,423	Pennsylvania	96,904
Georgia	1,950	Tennessee	17,141
Illinois	67,380	Texas	13,000
Indiana	13,327	Utah	15,262
Iowa	12,149	Vermont	3,900
Kansas	12,750	Virginia	2,100
Louisiana	4,052	Washington	3,600
Maine	9,669	Wisconsin	36,894
Maryland	48,679	Foreign	27,295
Massachusetts	191,680	Fellows in U. S. Government institutes	158,187
Michigan	12,150		
Minnesota	51,330		
Missouri	37,498	Total	1,342,966
New Jersey	7,923		

Number and types of persons affected.—This program is supported for the benefit of all highly qualified students in the health sciences, broadly interpreted, who need fellowship support in order to further their research training or research capacity. It is not limited in scope to United States nations but is open to the nationals of all countries. Foreign nationals must undertake their fellowships in qualified institutions in the United States. Four hundred and seventy fellowships were approved for payment from fiscal year 1950 funds.

(16) Activity: Public Health Service research grants program for cancer, heart, dental, mental health, and general research

Method of administration.—Applications for research grants-in-aid are submitted directly to the Division of Research Grants of the Public Health Service, which, in close cooperation with the grant branches located in the categorical institutes, administers the research grants-in-aid program. Applications are submitted first to the appropriate study section for scientific evaluation, and second to one of the National Advisory Councils, charged by law with responsibility for recommending action on research grant applications to the Surgeon General. Applications which are favorably recommended by the

Councils are awarded by the Surgeon General insofar as available funds permit. One of the basic principles of the program is that there is no direction or interference in the conduct of research projects; however, all grants staff try to assist the grantee in any problems which arise during the course of the project.

Levels of education concerned.—The research grants-in-aid program is associated primarily with education and educational institutions at the higher level.

The majority of the grants are made to medical schools, graduate schools, or institutions connected with these schools, and persons directly affected by research grants, the principal investigators, are college or university graduates. These principal investigators, in whose behalf the grants are made, are leaders in medicine or a related field and have a Ph. D., M. D., or other doctorate, as a primary qualification. Persons who assist principal investigators on a grant, however, range from professional associates of equal caliber to technicians, clerks, and maintenance help of varying and unknown educational levels.

Geographical areas affected.—Research grants-in-aid are made to institutions located throughout the world. Grants for research to be conducted outside the territorial limits of the United States under the auspices of foreign organizations are few. In the fiscal year 1950, grants were made to institutions or educational agencies in 44 States, the District of Columbia, 3 Territories, and 10 foreign countries, as follows:

Alabama	$30,427	New Jersey	$41,148
Arizona	12,000	New Mexico	20,000
Arkansas	30,732	New York	2,769,059
California	1,211,774	North Carolina	332,752
Colorado	135,861	Ohio	507,853
Connecticut	309,747	Oklahoma	72,033
District of Columbia	336,662	Oregon	24,898
Florida	46,460	Pennsylvania	1,006,676
Georgia	135,995	Rhode Island	40,928
Idaho	8,100	South Carolina	22,045
Illinois	1,304,973	South Dakota	16,400
Indiana	100,397	Tennessee	203,273
Iowa	90,141	Texas	162,282
Kansas	164,784	Utah	246,587
Kentucky	52,806	Vermont	49,682
Louisiana	294,545	Virginia	61,507
Maine	138,972	Washington	93,117
Maryland	661,971	West Virginia	7,300
Massachusetts	1,712,096	Wisconsin	221,324
Michigan	407,035	Wyoming	3,200
Minnesota	489,435	Alaska	15,760
Mississippi	15,802	Hawaii	6,188
Missouri	371,444	Peurto Rico	4,000
Montana	29,000	Foreign	250,196
Nebraska	28,161		
New Hampshire	5,832	Total	14,303,360

Number and types of persons affected.—The research grant-in-aid program is for the benefit of the whole United States citizenry and the world, since the aim of the program is to seek knowledge on the prevention, diagnosis, and treatment of disease and on all other disease factors. There were 1,528 research grants approved for payment from fiscal year 1950 funds. At least one principal investigator and an estimated average of 7.2 other persons were engaged in each re-

search project, giving an estimated total of 12,530 persons directly benefiting from these grants.

(17) Activity: Public Health Service teaching-grants program for medical and dental schools and other training institutions

Method of administration.—The Public Health Service makes teaching grants in the fields of cancer, heart, and mental health upon submission of applications for funds and recommendation of the appropriate advisory council to the Surgeon General. Grants are made on an annual basis and are subject to renewal after evaluation of progress reports or direct observation of the projects.

Levels of education concerned.—This program is in the field of higher education at both undergraduate and graduate levels.

Geographical areas affected.—This program is carried out in many parts of the United States and its possessions. Grants are made to all approved institutions of appropriate type which meet the established requirements. For the fiscal year 1950, grants were made to qualified institutions in 40 States. Grants by States were as follows:

Alabama	$50,427	New Hampshire	$6,500
Arkansas	34,991	New Jersey	10,260
California	260,141	New York	497,989
Colorado	86,444	North Carolina	151,984
Connecticut	107,441	North Dakota	5,000
District of Columbia	218,741	Ohio	210,981
Georgia	89,400	Oklahoma	24,000
Illinois	313,655	Oregon	43,981
Indiana	39,928	Pennsylvania	333,176
Iowa	64,928	South Carolina	30,000
Kansas	116,489	South Dakota	5,000
Kentucky	93,132	Tennessee	164,854
Louisiana	128,232	Texas	124,878
Maine	10,044	Utah	45,000
Maryland	94,824	Vermont	35,240
Massachusetts	298,910	Virginia	98,894
Michigan	118,260	Washington	69,056
Minnesota	116,913	West Virginia	5,000
Mississippi	13,000	Wisconsin	138,000
Missouri	143,113		
Nebraska	53,936	Total	4,451,842

Number and types of persons affected.—There were 355 teaching grants made for the fiscal year 1950. Direct benefits during this fiscal year affected the 25,500 students in medical schools and the 11,700 students in dental schools which received grants for teaching purposes. Indirectly the program benefits the whole citizenry through improved skills and knowledge on the part of doctors, dentists, and other specialists in the prevention, diagnosis, and treatment of cancer, cardiovascular diseases, and mental ill health.

(18) Activity: Public Health Service traineeship program

Method of administration.—The Cancer, Heart, and Mental Health Institutes of the Public Health Service directly administer, respectively, traineeships in cancer, cardiology, and psychiatry and allied fields. The programs differ slightly in method of administration as follows:

National Cancer Institute: Qualified physicians, nominated by the institution of their choice, are awarded traineeships upon approval of the Traineeship Board which consists of the Director of the Institute,

the Chief of the Cancer Control Branch, and the staff member in immediate charge of the traineeship program.

National Heart Institute: Applications from qualified applicants throughout the country are presented to the National Heart Institute Traineeship Board which meets at stated intervals during the year and makes recommendations on the applications submitted.

National Institute of Mental Health: Traineeships in psychiatry, clinical psychology, psychiatric social work, psychiatric nursing, and public health mental hygiene are supported through training grants made to training institutions. Generally, the stipends are administered through the institutions; however, each trainee is designated by the Surgeon General of the Public Health Service.

Levels of education concerned.—The traineeship program is in the field of higher education. A college degree generally is required for eligibility to receive a traineeship award.

Geographical areas affected.—Any citizen of the United States is eligible to apply for a traineeship regardless of residence. Regulations as to where training may be carried out vary slightly among the three programs. Traineeship awards activating in the fiscal year 1950 were distributed as follows:

Alabama	$2,160	Montana	$1,500
Arkansas	3,650	New York	239,551
California	114,090	North Carolina	39,112
Colorado	46,390	Ohio	53,900
Connecticut	50,340	Oregon	5,900
District of Columbia	72,170	Pennsylvania	194,151
Georgia	10,161	Rhode Island	3,600
Illinois	97,239	Tennessee	22,300
Indiana	6,400	Texas	13,598
Iowa	10,217	Utah	3,706
Kansas	7,650	Vermont	3,600
Kentucky	28,916	Virginia	6,850
Louisiana	26,400	Washington	21,994
Maryland	62,017	Wisconsin	6,850
Massachusetts	170,682	Puerto Rico	3,645
Michigan	27,350	Foreign	3,650
Minnesota	95,050		
Missouri	41,713	Total	1,496,502

Number and types of persons affected.—The broad purpose of the traineeship program is to benefit the whole citizenry; however, immediate benefits for the fiscal year 1950 in terms of financial aid while pursuing postgraduate study were received by the 666 persons who received traineeships during this fiscal year.

(*19*) *Activity: Residency training program in Public Health Service hospitals*

Method of administration.—This program is under the direction of the Chief of the Division of Hospitals, supervised by a Public Health Service Committee on Internships and Residencies which is guided by the recommendations of the American Medical Association's Council on Medical Education in Hospitals and the boards of the specialties involved. In each hospital the residency training program is under the direction of the medical officer in charge and is governed directly by a local residency training committee composed of chiefs of services. The Public Health Service hospitals are administered directly by the Division of Hospitals, under the Bureau of Medical Services, Public Health Service, Federal Security Agency.

Levels of education concerned.—The program is one of higher education at graduate level. All residents are licensed physicians, graduates of approved medical schools, who have completed at least 1 year of internship. Most Public Health Service hospitals with residency training programs have established liaison for training purposes with recognized medical schools.

Geographical areas affected.—The Public Health Service hospitals in which residency training is carried out are located on Federal properties in Massachusetts, New York, Maryland, Louisiana, California, Washington, Michigan, and Kentucky. Public Health Service beneficiaries in need of medical care in these localities are treated in these hospitals, whether or not their legal residence is in that area.

Number and types of persons affected.—The program is primarily for the benefit of 133 commissioned officers of the Public Health Service, regular and reserve.

(*20*) *Activity: Teaching program for psychiatric aides of the Division of Hospitals, Nursing Branch*

Method of administration.—The Division of Hospitals, Bureau of Medical Services, Public Health Service, directly administers this activity.

Levels of education concerned.—This is a specialized subprofessional program, based on a high-school education or its equivalent, which is therefore generally at the level of post-secondary education.

Geographical areas affected.—The instruction is given at the Public Health Service hospitals at Fort Worth, Tex., and Lexington, Ky. Applicants are recruited locally from the Fort Worth and Lexington areas.

Number and types of persons affected.—The training is for selected high-school graduates between 18 and 35 years of age. Approximately 140 persons completed the course in the fiscal year 1950.

(*21*) *Activity: Training in anesthesiology by the Nursing Branch, Division of Hospitals*

Method of Administration.—The Director of the Department of Anesthesiology at the Public Health Service Hospital, Staten Island, N. Y., administers this training, assisted by a nurse anesthetist who is qualified to teach and supervise student anesthetists.

Levels of education concerned.—This is a specialized technical program based on graduation from an accredited school of professional nursing and aptitude for study on a college level, at which the instruction is given.

Geographical areas affected.—Recruits are primarily drawn from professional nurses employed in the hospitals of the Public Health Service.

Number and types of persons affected.—Three to four qualified professional nurses complete this program annually.

(*22*) *Activity: Training program for Public Health Service personnel in educational and medical institutions outside the Service*

Method of administration.—This training activity is a service provided and administered by established educational and medical institutions through contract with the Federal Government.

Level of education concerned.—The training is at the level of higher education.

Geographical areas affected.—The training is carried out in established medical and educational institutions in the United States. Federal payments to such institutions under contracts for the fiscal year 1950 were as follows, by States:

California	$220.00	Michigan	$170.00
Colorado	200.00	Minnesota	2,515.00
Connecticut	1,100.00	Missouri	110.00
District of Columbia	9,436.00	New York	10,900.00
Illinois	7,040.00	Ohio	200.00
Kansas	600.00	Pennsylvania	2,125.00
Louisiana	66.32	Texas	600.00
Maine	900.00	Washington	50.00
Maryland	5,205.00		
Massachusetts	1,255.00	Total	42,692.32

Number and types of persons affected.—Of the 134 persons assigned to these programs during the fiscal year 1950, 119 were officers of the commissioned corps of the Public Health Service who in time of war are considered members of the military service; the remaining 15 were civilian employees of the Public Health Service.

(*23*) *Activity: Training program for State and local public-health personnel*

Method of administration.—This program is one of Federal financial aid to States, furnished through grants which are matched by the States. Within the scope of the Federal-State funds, the State health departments establish training programs to meet their individual needs. These are administered by the States, with Federal participation limited to that of review and approval of State programs.

Levels of education concerned.—The training covers the secondary and higher education levels. Institutions at the higher educational level are utilized, but not exclusively. To be accepted for training, trainees must pass educational requirements at either the secondary or higher education level, depending upon the type of training to be furnished.

Geographical areas affected.—The program is Nation-wide in scope, including the Territories. Federal funds for training of State and local public health personnel during the fiscal year 1950 were distributed as follows:

Alabama	$17,000	Mississippi	$6,200
Arizona	11,900	Missouri	15,100
Arkansas	34,500	Montana	3,900
California	107,400	Nebraska	33,800
Colorado	10,300	Nevada	1,100
Connecticut	22,700	New Hampshire	6,500
Delaware	4,500	New Jersey	24,200
Florida	32,200	New Mexico	11,700
Georgia	49,700	New York	23,000
Idaho	14,500	North Carolina	125,700
Illinois	42,900	North Dakota	4,700
Indiana	18,500	Ohio	29,500
Iowa	29,400	Oklahoma	27,400
Kansas	48,400	Oregon	30,900
Kentucky	16,600	Pennsylvania	4,100
Louisiana	46,200	South Carolina	18,700
Maine	3,200	South Dakota	4,000
Maryland	13,200	Tennessee	54,400
Massachusetts	45,800	Texas	80,500
Michigan	76,600	Utah	15,000
Minnesota	39,800	Vermont	3,200

Virginia	$600	Hawaii	$600
Washington	22,100	Puerto Rico	55,100
West Virginia	15,700	Virgin Islands	200
Wisconsin	12,800		
Wyoming	4,200	Total	1,530,700
Alaska [1]	3,500		

[1] Excludes special Alaska grant of $3,700.

Number and types of persons affected.—The program is primarily for the benefit of State and local health personnel. A total of 2,329 persons received training through the Public Health Service grant program in 1950.

(*24*) *Activity: Training program in public health work of the Communicable Disease Center*

Method of administration.—This program is administered directly by the Public Health Service. The program is carried out through nine training centers, where training in various public health fields such as environmental sanitation, stream pollution, public health nursing, and public health administration is furnished. In addition, training officers are assigned to State health departments to assist them in developing their own field training centers.

Levels of education concerned.—The program is primarily concerned with the field training of all types of public health personnel at the secondary and higher educational levels. In some instances institutions of higher education cooperate in the program. The personnel to be trained must qualify at either the secondary or higher level, depending upon the type of training to be furnished.

Geographical areas affected.—This program is Nation-wide in scope and directly affects other areas through foreign student training, publications, training films, slide series, and other training aids. Eight regional training centers serve the needs in certain areas throughout the United States. Two of the centers are located on Federal properties; the others are headquartered at either State universities or State or local health departments.

Number and types of persons affected.—The numbers and types of persons who received training in 1950 were as follows: State employees, 737; Federal employees and officers, 316; foreign trainees, 187; city and county employees, 17; and other, 106; with a total of 1,363.

g. St. Elizabeths Hospital

(*1*) *Activity: Attendant training program*

Method of administration.—The program is administered directly by the staff of the hospital.

Levels of education concerned.—The training is generally at the level of secondary education.

Geographical areas affected.—The training is carried out entirely within the hospital organization. St. Elizabeths Hospital is located on Federal property in Washington, D. C.

Number and types of persons affected.—About 250 attendants received this training in the fiscal year 1950. The program directly benefits the hospital patients who include veterans, Indians, certain Federal civilian personnel, and residents of the District of Columbia, and indirectly benefits the whole citizenry in providing auxiliary training in caring for the mentally ill.

(2) *Activity: Intern and resident training program*

Method of administration.—The program is administered directly by the staff of the hospital.

Levels of education concerned.—The training is at graduate-school level. Applicants for training as a rotating intern must have completed a full approved medical school course.

Applicants for training as a resident must be graduates of approved medical schools with the degree of doctor of medicine and must have successfully completed a full year's internship approved by the Council on Medical Education and Hospitals of the American Medical Association.

Geographical areas affected.—The training is conducted within St. Elizabeths Hospital in Washington, D. C., with the exception of 60 days during which the student employees receive affiliated training at Gallinger Hospital or George Washington Hospital, also in Washington, D. C., to secure experience not available at St. Elizabeths. In neither instance do the student employees receive compensation from the affiliating hospital.

Number and types of persons affected.—During the fiscal year 1950, 45 interns and residents received this training. The program directly benefits the hospital patients who include veterans, Indians, certain Federal civilian personnel, and residents of the District of Columbia, and indirectly benefits the whole citizenry in providing professional training in caring for the mentally ill.

(3) *Activity: Student nurse training program*

Method of administration.—The program is administered directly by the staff of the hospital.

Levels of education concerned.—The training is at the level of post-secondary education. Applicants must be graduates of secondary schools, but they may be from any such school providing they have successfully completed the required courses of study.

Geographical areas affected.—Two of the three years of training are given at the hospital. The third year is spent in other hospitals in the District of Columbia to secure experience not available at St. Elizabeths Hospital. During this year the student employees receive only quarters, subsistence, and laundry from the hospitals in which they are securing the experience.

Number and types of persons affected.—Student nurses receiving this training during the fiscal year 1950 numbered 285. The program directly benefits the hospital patients who include veterans, Indians, certain Federal civilian personnel, and residents of the District of Columbia, and indirectly benefits the whole citizenry in providing professional training in caring for the mentally ill.

h. Social Security Administration

(1) *Activity: Educational leave program of the Children's Bureau for selected personnel, administered through State departments of public welfare*

Method of administration.—The Children's Bureau and the State public welfare agencies jointly develop plans for this program. Funds used by the State welfare departments for this activity are a portion of the Federal moneys made available to the States under part 3, title

V of the Social Security Act. Under the educational leave policies in these State plans, State agencies grant educational leave stipends to staff members.

Levels of education concerned.—The program utilizes institutions of higher education for training at graduate level.

Geographical areas affected.—Federal payments to States for training under this program during the fiscal year 1950 were as follows, by States:

Arizona	$504.69	New Hampshire	$600.00
Arkansas	3,541.88	New Jersey	6,124.99
California	13,381.97	New Mexico	3,143.75
Colorado	8,250.00	New York	5,472.58
Connecticut	2,340.00	North Carolina	19,294.28
Delaware	(1)	North Dakota	7,480.90
Florida	2,243.04	Ohio	25,847.51
Georgia	9,320.00	Oklahoma	4,910.15
Hawaii	1,211.67	Oregon	5,400.00
Idaho	5,224.40	Pennsylvania	3,059.00
Illinois	61,923.26	Rhode Island	1,036.66
Indiana	18,645.00	South Carolina	3,008.33
Iowa	4,388.34	South Dakota	2,476.00
Kansas	11,016.67	Tennessee	42,031.47
Kentucky	3,297.72	Texas	19,331.19
Louisiana	11,625.00	Utah	700.00
Maryland	(1)	Vermont	1,750.00
Massachusetts	500.00	Virgin Islands	575.45
Michigan	4,804.98	Virginia	23,366.69
Minnesota	17,191.14	West Virginia	17,533.43
Mississippi	11,051.67	Wisconsin	12,122.10
Missouri	(1)	Wyoming	6,527.54
Montana	4,859.55		
Nebraska	6,150.00	Total	414,783.32
Nevada	1,490.32		

[1] Amount of Federal funds expended not available.

Number and types of persons affected.—The activity is for the benefit of all children served by the child welfare services programs in the States.

(2) *Activity: Postgraduate educational program of the Children's Bureau for physicians, dentists, nurses, medical social workers, nutritionists, and therapists*

Method of administration.—The Children's Bureau makes grants to the responsible State agencies, which develop plans with educational institutions in the States. Funds are paid to the institutions by the State agencies on the basis of written agreements which are submitted to the Children's Bureau as part of the States' plans.

Levels of education concerned.—The program utilizes institutions of higher education for training at graduate level.

Geographical areas affected.—Identifiable Federal funds expended for this activity during the fiscal year 1950 were as follows, by States:

Arkansas	$52,500	Michigan	$50,000
California	35,000	Nebraska	27,000
Colorado	62,000	New York	61,820
Connecticut	20,500	North Carolina	8,000
Illinois	67,200	Ohio	13,300
Indiana	12,000	Tennessee	131,900
Iowa	12,000	Washington	50,000
Louisiana	97,740		
Maryland	105,100	Total	912,132
Massachusetts	106,072		

Number and types of persons affected.—The activity is for the benefit of all mothers and children served by the maternal and child health and crippled children's programs in the States.

(*3*) *Activity: Program of supervised field work of students from schools of social work of the Bureau of Public Assistance*

Methods of administration.—This is a cooperative program between the Bureau of Public Assistance and graduate schools of social work. The Bureau of Public Assistance carries out its activities under general authorization and appropriation. Supervision of students is by the regularly employed Bureau and regional staff. The selection and placement of the students is done jointly by the Bureau and the schools of social work.

Levels of education concerned.—Only students from graduate schools of social work receive this training, which is at the college-graduate level.

Geographical areas affected.—Students are placed in the regional offices of the Federal Security Agency and in the departmental office in Washington. Students are selected irrespective of home States.

Number and types of persons affected.—During the fiscal year 1950, only two students received training under this arrangement.

3. SMITHSONIAN INSTITUTION

a. Bureau of American Ethnology

Activity: Research and information program of the Bureau of American Ethnology

Method of administration.—This program is administered by the Director of the Bureau of American Ethnology, under the general supervision of the secretary of the Smithsonian Institution.

Levels of education concerned.—Findings from the research of the Bureau are published particularly for use by college-graduate students, researchers, and anthropologists. The Bureau acts as a clearinghouse for inquiries from institutions and individuals at all educational levels on American ethnology, archeology, and linguistics, and cooperates with colleges and other agencies interested in these fields.

Geographical areas affected.—The Bureau is authorized to conduct anthropological researches among the American Indians and the native peoples of regions under the jurisdiction or protection of the United States. At present the Bureau is conducting ethnological and archeological researches in various parts of the United States, Canada, and middle America. The Bureau's advisory services are rendered persons residing throughout the United States and in many other parts of the world.

Number and types of persons affected.—The Bureau answers inquiries from professional anthropologists, university professors, teachers in elementary and high schools, agricultural scientists, technologists, textbooks writers, students, and thousands of interested laymen. Its publications are distributed to public and institutional libraries for the use of their readers, to professional people, and interested laymen. It is estimated that approximately 7,500 inquiries, including all categories, were processed in 1950, in addition to about 22,000 publications which were sent out upon request.

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b. International Exchange Service

Activity: Operation of an International Exchange Service

Method of administration.—The activities of the International Exchange Service are administered for the United States by the Chief of the Service under the general supervision of the Secretary of the Smithsonian Institution. In foreign countries the activities are conducted by the respective exchange bureaus, which are under the administration of and supported by the respective foreign governments.

Levels of education concerned.—This Service is the agency of the United States Government for the exchange of scientific, literary, and governmental publications with foreign governments, institutions, and investigators. Most of these exchanges are placed in libraries where they are generally available to serve all levels of education, particularly higher education, and the public interest.

Geographical areas affected.—The Service acts as an intermediary between the United States Government and learned bodies, and scientific and literary societies throughout the United States for the transmission abroad of documents and publications of this country and for the reception in the United States of like material from similar bodies in many other countries.

Number and types of persons affected.—This activity serves an inestimable number of persons of many types in the United States and throughout the world.

c. National Air Museum

Activity: Program for the collection, preservation, display, and interpretation of aeronautical material by the National Air Museum

Method of administration.—The Assistant to the Secretary for the National Air Museum administers the activities of this Bureau under the general supervision of the Director of the Smithsonian Institution and with the advice of a board composed of the following: An appointee of the Chief of Staff of the Air Force; an appointee of the Chief of Naval Operations; two civilians, citizens of the United States, appointed by the President; and the Secretary of the Smithsonian Institution, who serves, at present, as the chairman of this advisory board.

Levels of education concerned.—Exhibits of the National Air Museum are labeled to present general information to the public and experts. The extensive reference files and library, which include data for those of the highest educational levels, are available to research students and engineers. Informational and advisory services of the Museum contribute to education at all levels.

Geographical areas affected.—The Air Museum's headquarters and exhibits are located in Washington, D. C. In addition, the Museum operates a field facility at Park Ridge, Ill., where three-fourths of the collections are now in storage. Persons coming from throughout the United States and many other countries view the exhibits of the Museum. It renders interpretative and advisory services to persons residing throughout the United States and in other countries.

Number and types of persons affected.—The exhibits and interpretative service of the Museum benefit inventors, engineers, designers, historians, university professors, teachers in elementary and high schools, research workers, inventors, students, textbook authors, and writers. Over 2,000 inquiries received in person, by phone, or by letter were processed in 1950. The collections were viewed by about 1,400,000 persons in 1950. Additional special public displays arranged during the year were viewed by an estimated 475,000 persons.

d. National Collection of Fine Arts

Activity: Exhibition and information program of the National Collection of Fine Arts

Method of administration.—The activities of the National Collection of Fine Arts are administered by the Director of the Bureau under the general supervision of the Director of the Smithsonian Institution.

Levels of education concerned.—The Bureau is the depository for those parts of the national collections relating to the fine arts not included in the National Gallery of Art. The Bureau's collections are arranged so that persons of every educational age may benefit from their study. Research is conducted on materials in the national collections, on borrowed specimens, objects in other collections, and those submitted to the Gallery for study. The results of these researches are available to qualified scholars, authors, and art students at all educational levels.

Geographical areas affected.—The collections, comprising over 6,000 items, represent works of eminent American and foreign artists. Visitors to the collections in Washington, D. C., come from all parts of the United States and its dependencies and from many foreign countries, and the scope of requests for advice on art matters is equally broad. The Bureau's traveling exhibition service consists of asesmbling loan exhibitions for use in museums here and abroad, and receiving foreign exhibitions for circulation in the United States, under the sponsorship of the diplomatic representatives of various nations.

Number and types of persons affected.—Local and national art societies such as the Washington Water Color Club, Society of Washington Artists, American Artists Professional League, and the National League of American Pen Women, hold annual biennial exhibits under the auspices of the Bureau. Information and advice on the preservation, care, restoration, purchase, and display of works of art are supplied to persons in Government agencies, and data, photographs, and suggestions as to their proper use in publications are furnished to public, semipublic, and private educational and other institutions and individuals. The Bureau's library containing 11,746 publications is available for study by qualified individuals. In 1950, approximately 9,000 inquiries were received by the Bureau through personal interviews, telephone calls, and letters. The national collections occupy a portion of the natural-history building of the United States National Museum, which was visited by over 750,000 people in 1950.

e. National Gallery of Art

Activity: Exhibition and information program of the National Gallery of Art

Method of administration.—The National Gallery is administered by the Board of Trustees of the National Gallery of Art, which consists of the Chief Justice of the United States, the Secretary of State, the Secretary of the Treasury, the Secretary of the Smithsonian Institution, ex-officio, and five private citizens.

Levels of education concerned.—The program of the National Gallery of Art, which is to exhibit and interpret works of art to the general public free of charge, contributes to education at all levels.

Geographical areas affected.—The National Gallery of Art is located at Washington, D. C. Loan exhibitions of works of art from the Gallery are exhibited at public galleries throughout the United States, and occasionally in other countries. Publications concerning the Gallery's works of art are disseminated throughout the world. Through personal interviews, telephone calls, and letters, the Gallery answers inquiries concerning art matters received from all parts of the United States and from other countries.

Number and types of persons affected.—The program of the National Gallery of Art is for the benefit of the whole American people and foreign visitors. The Gallery is visited by over 2,000,000 people annually.

f. National Zoological Park

Activity: Exhibition and information program of the National Zoological Park, including the operation of a large zoo

Method of administration.—The National Zoological Park is administered by the Director, whose activities are under the general supervision of the Director of the Smithsonian Institution.

Levels of education concerned.—A zoo, while principally an exhibition of live animals, is also a living laboratory for research, since, in order to obtain the greatest possible amount of information regarding animals, they must be studied not only in their native haunts but under controlled conditions. The National Zoological Park serves the general public for its recreation and instruction and the scientist for his study and research. It thus contributes to education at all levels.

Geographical areas affected.—The National Zoological Park is located in Washington, D. C. Its collections, which include all kinds of animal life, presently numbering over 2,800 specimens, are obtained from all over the world. Its visitors come from all parts of the United States and from other countries, as do inquiries received by letter.

Number and types of persons affected.—The National Zoological Park has an annual attendance of approximately 3,500,000 people, representing persons of all walks of life and of all ages. An estimated 15,000 inquiries are received annually by phone and by letter.

g. United States National Museum

Activity: Exhibition and information program of the United States National Museum

Method of administration.—The United States National Museum is administered by a director, whose activities are under the general supervision of the Director of the Smithsonian Institution.

Levels of education concerned.—The collections of the National Museum are the basis of knowledge in many sciences and are the largest and, in some instances, the only significant collections in their fields. They are visited by classes of grade- and high-school children who come regularly to the Museum for supplementary instruction. Accredited workers from other museums, from research organizations, and from schools and universities make extensive use of the great study collections for fundamental research. By publishing scientific and technical memoirs, bulletins, and proceedings and distributing them to educational institutions, the Museum contributes to the training of specialized academic and professional personnel, both students and experts. The library is used regularly by students of all levels of education, by university professors, teachers in elementary and high schools, scientists, technologists, textbook writers, authors, and interested laymen. Numerous scientific and cultural societies use its auditorium and rooms for lectures and meetings. The Museum thus makes important contributions to education at all levels.

Geographical areas affected.—The exhibits of the Museum are shown and its advisory and other services are rendered to persons coming from or residing in all parts of the United States and many foreign countries. Members of the staff have been on scientific expeditions to every continent and large island group. For geographic reasons, besides all of the United States, South and Central America, the West Indies, and Alaska have been visited most frequently. Publications of the Museum are distributed world-wide. The Museum is located in Washington, D. C.

Number and types of persons affected.—Information is furnished by mail, telephone, and personal interview, in answer to inquiries about materials in the Museum's collections and other materials related thereto, to scientists in many fields, university professors, teachers in elementary and high schools, writers, students, interested laymen and children. It is estimated that approximately 124,000 inquiries were processed in 1950. Of about 2,800,000 visitors to the Smithsonian buildings during 1950 (exclusive of the National Gallery of Art and the National Zoological Park), the greatest majority visited the exhibits of the United States National Museum.

4. TENNESSEE VALLEY AUTHORITY

a. Division of Agricultural Relations

(*1*) *Activity: Developmental program for improvement of agricultural resources, carried out in cooperation with land-grant colleges and other institutions*

Method of administration.—This activity is jointly planned and administered by the Tennessee Valley Authority, the Department of Agriculture, the land-grant colleges, farmers, and farm groups. Although there is direct participation by the afore-mentioned groups,

approximately one-fourth of TVA expenditures are for contractual payments to land-grant colleges to cover fertilizer research and demonstrations. For example, TVA reimburses the land-grant institutions for part of the costs incurred in the administration of the test demonstrations program, and, in general, the institutions provide for the selection, planning, and administration of farms in their respective States.

Levels of education concerned.—The program utilizes educational institutions at the higher education level. Both the research and demonstration phases of the work are carried out in close cooperation with extension services and agricultural and engineering experiment stations of the land-grant colleges.

Geographical areas affected.—Inasmuch as the primary purpose is to improve agricultural resources in the valley, the greater portion of TVA expenditures is concentrated in the valley portions of Alabama, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, and Virginia. However, in order to introduce properly TVA's experimental fertilizer in experimentation and educational usage, test-demonstration farms covering a wide geographical area are utilized. Contractual payments for other research and demonstration projects are concentrated in the valley. In the fiscal year 1950, contractual payments were made to colleges in 26 States. Payments were as follows, by States:

Alabama (Polytechnic Institute)	$70,432
Arkansas (University of Arkansas)	105
Colorado (Agricultural and Mechanical College)	6,000
Georgia (University of Georgia)	73,310
Idaho (University of Idaho)	198
Iowa (State College)	6,169
Kansas (State College)	204
Kentucky (University of Kentucky)	52,599
Minnesota (University of Minnesota)	194
Mississippi (State College)	38,152
Missouri (University of Missouri)	147
Nebraska (University of Nebraska)	132
New Mexico (Agricultural and Mechanical College)	200
North Carolina (State College)	94,203
North Dakota (Agricultural College)	222
Ohio (State University)	191
Oklahoma (Agricultural and Mechanical College)	67
Oregon (State College)	268
South Carolina (Clemson College)	147
South Dakota (State College)	157
Tennessee (State Board of Education, $422; University of Tennessee, $254,775)	255,197
Utah (State College)	247
Vermont (University of Vermont)	280
Virginia (Polytechnic Institute)	55,415
Washington (State College)	295
Wisconsin (University of Wisconsin)	141
Total	654,672

Number and types of persons affected.—The whole national citizenry, but particularly the population of areas directly served by TVA.

(2) *Activity: Program for agricultural readjustment carried out through contract with land-grant colleges*

Method of administration.—When the TVA reservoir-construction program requires the relocation of farm families, TVA contracts with

the land-grant colleges for the services of agricultural extension workers to assist these families in the location of new farms to buy or rent and in making satisfactory agricultural adjustments.

Levels of education concerned.—The program utilizes educational institutions at the higher educational level.

Geographical areas affected.—In the fiscal year 1950 relocation services were required in the South Holston and Watauga Reservoir areas which are located in upper east Tennessee. Contractual payments to the University of Tennessee (agricultural extension service) amounted to $28,186.

Number and types of persons affected.—In the fiscal year 1950, 104 families were removed from the area and 36 families were assisted in major readjustment problems. The 104 families removed represent only 31 percent of the total families moved during the life of the project. During the year there were contacts with most of the 342 families which were eventually moved.

b. Division of Chemical Engineering

Activity: Developmental program for the utilization of mineral resources, carried out in cooperation with land-grant colleges and other institutions

Method of administration.—This program is administered by the cooperative efforts of TVA, land-grant colleges, United States Bureau of Mines, and State departments of mines. A portion of the investigations and surveys of the mineral resources are carried out by land-grant institutions under contract with TVA.

Levels of education concerned.—The program utilizes educational institutions at the higher educational level.

Geographical areas affected.—Investigations are made throughout the Tennessee Valley region. Contractual payments amounting to $14,470 were made to the University of North Carolina in the fiscal year 1950.

Number and types of persons affected.—The whole national citizenry, but particularly the population of areas directly served by TVA.

c. Division of Forestry Relations

Activity: Developmental program for improved utilization of forest resources, carried out in cooperation with land-grant colleges and other institutions

Method of administration.—Forest studies, demonstrations, and assistance are carried out in cooperation with woodland owners, timber operators, wood-using industries, and public agencies—the United States Forest Service, State departments of conservation, and the land-grant colleges. Contractual payments to State agencies and land-grant colleges are made for a portion of the work on farm woodland management studies and demonstrations. In order to keep in close touch with local agencies and their problems, TVA has several field offices which participate in the forest development phase of the program.

Levels of education concerned.—Educational institutions at the higher educational level are utilized for a portion of the program.

Geographical areas affected.—The program is conducted throughout the Tennessee Valley region. In the fiscal year 1950, contractual payments were made to educational institutions, by States, as follows:

Alabama (Polytechnic Institute)	$3,297
Kentucky (University of Kentucky)	4,000
Mississippi (State College)	100
Tennessee (University of Tennessee)	4,200
Total	11,597

Number and types of persons affected.—The whole national citizenry, but particularly the population of areas directly served by TVA.

d. Division of Health and Safety

Activity: Research investigations of stream sanitation and public health, carried out in cooperation with the United States Public Health Service, State health agencies and educational institutions

Method of administration.—TVA cooperates with the United States Public Health Service, valley State health departments, and educational institutions in investigations of stream pollution in the Tennessee River system, in the development of pollution abatement plans, in sanitation inspections, and in research in public health problems related to TVA activities. From time to time contracts are made with educational institutions for the conduct of specific research projects.

Levels of education concerned.—Educational institutions at the higher educational level are utilized.

Geographical areas affected.—Research is carried on throughout the Tennessee Valley region. In the fiscal year 1950, contractual payment was made to only one educational institution. This was a payment of $7,200 to Vanderbilt University for research on phosphorus toxicology.

Number and types of persons affected.—Primarily, the program affects the citizenry of the Tennessee Valley region.

e. Division of Personnel

(*1*) *Activity: Employee training program*

Method of administration.—A small TVA central staff provides advice and assistance to TVA divisions on the use of training as an administrative device to increase the efficiency of TVA operations. The TVA divisions develop and conduct the training programs.

Levels of education concerned.—The training programs are at the levels of secondary and higher education.

Geographical areas affected.—TVA properties in the Tennessee Valley region.

Number and types of persons affected.—In the fiscal year 1950 there were approximately 1,400 employees who participated in qualifying training programs and an additional 1,500 who participated in induction and work-improvement training programs.

(*2*) *Activity: Guidance program for TVA divisions in their relations with State and local educational agencies*

Method of administration.—A small TVA central staff provides advice and assistance to TVA divisions on the methods, materials, and relationships with educational agencies which will contribute most

effectively to the execution of TVA programs. State departments of education, under contract with TVA, act as liaison between those agencies and TVA's program of resource development. Contractual services include advice to TVA on educational implications of program activities; advice to State and local agencies on adjustments to TVA construction activities; and assistance to schools and teacher-training institutions in obtaining data regarding resource development activities.

Levels of education concerned.—The program utilizes State departments of education, which are primarily concerned with education at the elementary and secondary levels.

Geographical areas affected.—The valley portions of Alabama, Kentucky, North Carolina, and Tennessee. Contractual payments in the fiscal year 1950 were as follows by States:

Alabama (State Department of Education)	$7,200
Kentucky (Murray State Teachers College)	6,120
North Carolina (Department of Public Instruction)	6,420
Tennessee (Department of Education)	5,000
Total	24,740

Number and types of persons affected.—Teachers and pupils in elementary and secondary schools of the valley portions of Alabama, Kentucky, North Carolina, and Tennessee.

f. Division of Regional Studies

Activity: Special studies and informational activities

Method of administration.—TVA maintains a staff to provide information on social and economic trends in the valley; to identify major problems and opportunities in regional development; to encourage private groups and local governments to coordinate regional development efforts; and to measure and evaluate regional progress. Information and advisory assistance is provided to State and local governments and industrial and private groups or organizations. Much of the work is done in close collaboration with educational institutions, and whenever feasible TVA contracts with college research bureaus for collection and analysis of data for specific studies.

Levels of education concerned.—Educational institutions at the higher educational level are utilized.

Geographical areas affected.—Studies are conducted and assistance given throughout the Tennessee Valley area. In the fiscal year 1950, TVA had contracts with institutions in the following States:

Alabama (Tuskegee Institute)	$1,196
Kentucky (University of Kentucky)	894
North Carolina (University of North Carolina)	545
Tennessee (University of Tennessee)	658
Total	3,293

Number and types of persons affected.—Primarily the citizenry of the Tennessee Valley region.

g. Division of Reservoir Property

Activity: Program for the provision of supplementary educational facilities at construction projects (1950)

Method of administration.—TVA contracts with State and local school agencies for the education of children of construction workers. If library facilities are unavailable or inadequate, TVA contracts with local library boards to provide library services to TVA employees and their families.

Levels of education concerned.—Elementary and secondary.

Geographical areas affected.—In the fiscal year 1950, TVA contracted for the education of children of construction workers on the new Johnsonville steam plant project. This was provided by the Benton County school system in Benton County, Tenn. Library service was furnished in the South Holston and Watauga Reservoir areas of upper east Tennessee and in the new Johnsonville steam plant area in upper middle Tennessee. Contractual payments in the fiscal year 1950 were as follows: Kingsport, Tenn., $10,000; Tennessee Department of Education, $6,200; Benton County Board of Education, $1,180; total payments in Tennessee, $17,380.

Number and types of persons affected.—Educational facilities were made available to 25 elementary and secondary school children. Library services were made available to approximately 3,200 construction workers and their families. In addition, the TVA expenditure enabled libraries in the construction area to extend their service to the surrounding rural areas.

5. VETERANS' ADMINISTRATION

a. Office of Vocational Rehabilitation and Education

(1) Activity: Educational program for veterans

Method of administration.—This program is administered directly by 70 Veterans' Administration regional offices in the continental United States, the Territories of Alaska, Hawaii, and Puerto Rico, and the Philippine Republic; by offices of attachés for veterans' affairs, Department of State, in Great Britain, France, Switzerland, Italy, and Mexico; and by the Veterans' Administration central office in Washington, D. C., for trainees in certain other foreign countries. These Veterans' Administration offices determine eligibility and extent of entitlement, authorize direct payment to the veteran of subsistence allowance, authorize payment of tuition to the educational institution and payment for books, supplies, and equipment. Counseling and vocational guidance are available at the Veterans' Administration offices and guidance centers operated by educational institutions under contract with the Veterans' Administration.

Levels of education concerned.—The Veterans' Administration provides education for veterans through the use of approved univer-

sities and colleges, professional and technological schools, teachers colleges and normal schools, junior colleges, technical institutes, business colleges or schools, secondary and elementary schools, vocational or trade schools and business and industrial establishments.

Geographical areas affected.—The Veterans' Administration makes available educational opportunities for veterans in all parts of the United States and in the Territories of Alaska, Hawaii, and Puerto Rico, the Philippine Republic, and United States insular possessions, and in about 40 foreign countries.

In providing education for veterans, the Veterans' Administration has not established any training facilities, the policy being to use existing facilities which have been determined qualified and equipped to train veterans. Under the program the appropriate approving agencies of the various States determine the adequacy of schools and establishments and provide the Veterans' Administration regional offices with lists of such approvals.

Payments made to educational agencies and institutions for tuition, books, supplies and equipment, by State for the fiscal year 1950 were as follows:

Alabama	$16, 080, 614	New Mexico	$3, 555, 692
Arizona	3, 455, 751	New York	78, 703, 318
Arkansas	9, 825, 403	North Carolina	18, 066, 106
California	48, 334, 650	North Dakota	2, 234, 270
Colorado	9, 642, 155	Ohio	31, 908, 496
Connecticut	7, 654, 767	Oklahoma	12, 624, 834
Delaware	774, 108	Oregon	7, 502, 094
District of Columbia	15, 388, 556	Pennsylvania	68, 388, 873
Florida	15, 743, 677	Rhode Island	4, 386, 783
Georgia	15, 047, 118	South Carolina	12, 416, 229
Idaho	2, 760, 712	South Dakota	1, 548, 107
Illinois	44, 439, 134	Tennessee	25, 039, 072
Indiana	14, 153, 840	Texas	47, 661, 162
Iowa	9, 494, 701	Utah	4, 531, 244
Kansas	4, 837, 794	Vermont	1, 635, 325
Kentucky	9, 466, 495	Virginia	8, 484, 451
Louisiana	23, 728, 734	Washington	9, 976, 096
Maine	2, 374, 218	West Virginia	4, 549, 173
Maryland	10, 739, 458	Wisconsin	10, 704, 291
Massachusetts	25, 060, 793	Wyoming	1, 281, 993
Michigan	25, 569, 050		
Minnesota	11, 362, 702	Outside United States	8, 734, 923
Mississippi	14, 798, 381		
Missouri	27, 226, 724	Foreign countries	2, 687, 897
Montana	2, 594, 551	United States Territories and possessions	6, 047, 026
Nebraska	4, 935, 305		
Nevada	394, 716		
New Hampshire	1, 693, 650		
New Jersey	25, 106, 121	Total	766, 616, 410

During the fiscal year 1950, the Veterans' Administration reimbursed 43 States, Puerto Rico, and Hawaii for expenses incurred by them in connection with the inspection, approval, and supervision of on-the-job training establishments at a total cost of approximately

$3,800,000. Approximate distribution of these payments by States was as follows:

Arizona	$29,500	Nevada	$5,800
Arkansas	93,600	New Hampshire	23,800
California	190,400	New Jersey	81,100
Colorado	68,400	New Mexico	30,400
Connecticut	73,300	New York	181,300
Delaware	18,300	North Carolina	126,800
Florida	115,600	Ohio	148,300
Georgia	141,200	Oklahoma	105,200
Hawaii	5,800	Oregon	41,800
Illinois	198,600	Pennsylvania	249,500
Indiana	80,900	Puerto Rico	10,700
Iowa	54,700	Rhode Island	23,200
Kansas	45,200	South Carolina	34,100
Kentucky	57,900	South Dakota	26,000
Louisiana	98,200	Tennessee	118,000
Maryland	51,900	Texas	233,000
Massachusetts	162,300	Utah	55,900
Michigan	136,000	Vermont	19,800
Minnesota	82,700	Virginia	65,300
Mississippi	86,800	Washington	56,600
Missouri	125,200	West Virginia	73,800
Montana	27,700	Wisconsin	48,300
Nebraska	61,700	Wyoming	4,600

Number and types of persons affected.—Educational benefits of the program were available in the fiscal year 1950 to any person who served in the active military or naval forces at any time on or after September 16, 1940, and prior to July 25, 1947, for a period of 90 days or more, and who was discharged under conditions other than dishonorable. Veterans discharged by reason of actual service-incurred disabilities after less than 90 days' service are also eligible for training under this program.

By the close of the fiscal year 1950, over 7 million veterans had entered training under the program. The peak of the training load occurred in November 1947 when 2,546,163 veterans were in training. The average number of veterans in training during the year ending June 1950 was about 1,991,000. Of these, 613,000 trained in institutions of higher learning, 809,000 in schools below the college level, 263,000 in job training, and 306,000 in institutional on-farm training.

(2) *Activity: Vocational rehabilitation program*

Method of administration.—This program is administered directly by 70 Veterans' Administration regional offices located in the continental United States, the Territories of Alaska, Hawaii, and Puerto Rico, and the Philippine Republic. After determination of his eligibility for benefits under the law, the veteran receives vocational guidance to determine his need for rehabilitation and to assist him in the selection of suitable employment objectives. Counseling and vocational guidance are made available at the Veterans' Administration offices and guidance centers operated by educational institutions under contract with the Veterans' Administration. The Veterans' Administration utilizes established educational institutions and business establishments to provide the training required to effect vocational rehabilitation. Subsistence allowance is paid directly to the disabled veteran while pursuing training and for 2 months after rehabilitation. Tuition is paid to educational institutions to cover services rendered. Educational institutions are also reimbursed for books, supplies, and

equipment furnished veteran students. Necessary tools and equipment are provided for disabled veterans in training on the job.

Levels of education concerned.—The Veterans' Administration provides educational benefits (as a part of the vocational rehabilitation program) through the use of approved universities and colleges, professional and technological schools, teachers' colleges and normal schools, junior colleges, technical institutes, business colleges or schools, secondary and elementary schools, vocational or trade schools, and business and industrial establishments.

Geographical areas affected.—The Administration makes available vocational rehabilitation benefits for veterans in all parts of the continental United States and in the Territories of Alaska, Hawaii, and Puerto Rico, and the Philippine Republic. No payments are made by the Veterans' Administration to State agencies in connection with the inspection, approval, and supervision of on-the-job training establishments since these functions are accomplished by Veterans' Administration personnel under this program. Payments made to educational agencies and institutions for tuition, books, supplies, and equipment, by States, for the fiscal year 1950 were as follows:

Alabama	$907, 862	New Jersey	$1, 324, 939
Arizona	415, 979	New Mexico	321, 639
Arkansas	1, 196, 258	New York	5, 827, 753
California	3, 812, 229	North Carolina	945, 507
Colorado	1, 061, 984	North Dakota	376, 877
Connecticut	639, 522	Ohio	2, 634, 674
Delaware	52, 697	Oklahoma	1, 561, 159
District of Columbia	1, 038, 216	Oregon	566, 273
Florida	972, 854	Pennsylvania	4, 731, 104
Georgia	1, 420, 055	Rhode Island	328, 660
Idaho	235, 957	South Carolina	787, 859
Illinois	2, 011, 820	South Dakota	103, 242
Indiana	1, 004, 571	Tennessee	1, 496, 508
Iowa	690, 727	Texas	5, 689, 672
Kansas	526, 257	Utah	291, 866
Kentucky	1, 265, 277	Vermont	135, 719
Louisiana	1, 140, 710	Virginia	551, 498
Maine	123, 405	Washington	788, 960
Maryland	373, 744	West Virginia	470, 289
Massachusetts	2, 519, 792	Wisconsin	1, 012, 341
Michigan	1, 917, 116	Wyoming	111, 881
Minnesota	1, 244, 988	Outside United States	133, 966
Mississippi	1, 182, 625	Foreign countries	11, 809
Missouri	2, 051, 841	United States Territories and possessions	122, 157
Montana	205, 687		
Nebraska	317, 410		
Nevada	20, 222	Total	58, 676, 346
New Hampshire	134, 155		

Number and types of persons affected.—Benefits of the program are available to any veteran of World War II who served in the active military or naval forces at any time on or after September 16, 1940, and prior to July 25, 1947, who was discharged under other than dishonorable condition, who has a service-connected disability for which compensation is payable (or would be but for receipt of retirement pay), and who is in need of vocational rehabilitation to overcome the handicap of such disability. In addition, any person is eligible who served in the active military, naval, or air service on or after June 27, 1950, and prior to a date to be established later, who is discharged under other than dishonorable conditions, who has a

service-connected disability for which compensation is payable at wartime rates (or would be but for receipt of retirement pay), and who is in need of vocational rehabilitation to overcome the handicap of such disability.

By the close of the fiscal year 1950 over one-half million veterans had entered training. Of these approximately one-half had been declared rehabilitated.

b. Department of Medicine and Surgery

Activity: Medical educational program for professional and technical staffs of Veterans' Administration hospitals

Method of administration.—This activity is administered directly by the Department of Medicine and Surgery, Veterans' Administration, through the Research and Education Service. Under the Research and Education Service there is organized an Education Division which is charged with responsibility in the coordination and administration of this work throughout the Veterans' Administration.

Levels of education concerned.—This training utilizes and is associated with educaitonal institutions primarily at the postgraduate educational level. However, much of the in-service training is not at this high educational level—for example, in-service training conducted for cooks, bakers, laboratory technicians, et cetera, which is broadly comparable to training given in vocational high schools.

Geographical area affected.—This program is conducted in all Veterans' Administration hospitals, centers, homes, and out-patient departments of regional offices located in each of the 48 States; San Juan, P. R.; Honolulu, T. H.; and Juneau, Alaska. The activity is conducted in the main in the United States. It is carried out on Federal properties as well as in civil institutions of learning. The program involves payment of tuition fees for full-time employees detailed to courses of instruction in civil institutions of learning. In the fiscal year 1950 these payments were as follows by States:

Alabama	$120	New Jersey	$18
Arkansas	750	New Mexico	330
California	6,521	New York	47,182
Colorado	1,218	North Carolina	317
Connecticut	810	Ohio	2,110
Florida	75	Oregon	200
Georgia	990	Pennsylvania	33,680
Illinois	4,063	Tennessee	800
Indiana	365	Texas	785
Kansas	59,314	Virginia	150
Louisiana	1,765	Washington	131
Maryland	100	Wisconsin	193
Massachusetts	4,692	District of Columbia	669
Michigan	11,763	Puerto Rico	300
Minnesota	56,487		
Mississippi	25	Total	227,689
Missouri	1,766		

In addition the Department of Medicine and Surgery obligated $271,000 for the fiscal year 1950 in obtaining the services of professional and scientific personnel to visit Veterans' Administration hospitals and out-patient departments of Veterans' Administration regional offices to give demonstrations, clinics, and lectures in their particular fields of specialization.

Number and types of persons affected.—It is estimated that during the fiscal year 1950 all of the 92,757 professional, scientific, technical, and administrative employees of the Department of Medicine and Surgery received some training benefits under this program. The program is indirectly for the benefit of veterans hospitalized in Veterans' Administration hospitals.

6. OTHER INDEPENDENT OFFICES AND AGENCIES

a. Civil Aeronautics Board

Activity: In-service visual education program

Method of administration.—The Public Information Section of the Civil Aeronautics Board directly operates this program. The Civil Aeronautics Administration of the Department of Commerce, the Department of the Air Force, American air carriers, oil companies, radio film distributors, and the informational services of foreign countries cooperate by lending films free of charge.

Levels of education concerned.—The subject matter of the films and general educational backgrounds of the selected groups to whom they are shown are such as to fix the levels of instruction at roughly those of secondary and postsecondary education.

Geographical areas affected.—This instructional activity is carried out entirely in Washington, D. C. The geographical extent of indirect effects cannot be estimated but is doubtless far-reaching.

Number and types of persons affected.—The films are shown to average audiences of about 400 employees of the Civil Aeronautics Board.

b. United States Civil Service Commission

Activity: Administrative intern program

Method of administration.—The Examining and Placement Division of the Civil Service Commission directly administers this activity, which is under the immediate supervision of the Director of Intern Programs, an employee of the Commission. He receives advice and assistance from an interdepartmental committee on intern programs composed of representatives designated by the heads of cooperating agencies. Members of the committee are regular employees of their respective agencies and serve on the committee as an incidental assignment. The interns are also employees of their respective agencies, assigned the duties of internship for a period of 6 months. The American University and George Washington University in Washington, D. C., cooperate in the program by providing the interns free courses in public administration on a scholarship basis, granting academic credit for these courses.

Levels of education concerned.—This activity is in the field of higher education.

Geographical areas affected.—The training takes place in Washington, D. C. The geographical extent of indirect effects cannot be estimated but is undoubtedly far-reaching.

Number and types of persons affected.—The interns are Federal civilian employees. The average number in training at the same time is 25.

c. Displaced Persons Commission

Activity: Orientation program for displaced-person and expellee refugees in European resettlement centers, with the cooperation of the World YMCA, American Red Cross, and other voluntary agencies

Method of administration.—The Displaced Persons Commission carries out this activity with the aid of voluntary agencies such as the World YMCA and the American Red Cross. Displaced persons awaiting transportation to the United States receive instruction on American life through the use of motion pictures, lectures, and other media.

Levels of education concerned.—While this activity is not fixed at any educational level, because of the great variety of educational backgrounds of the displaced persons, it is concerned with education at all levels.

Geographical areas affected.—The instruction is given in European resettlement centers and ports of embarkation. The United States and a number of other countries are indirectly affected.

Number and types of persons affected.—During the fiscal year 1950 many thousands of displaced persons and expellee immigrants received some instruction under this program each month.

d. Economic Cooperation Administration

(*1*) *Activity: In-service job training*

Method of administration.—This program is administered primarily by supervisory officials as an inherent part of day-to-day supervision. Staff assistance in planning, organization, determining techniques of training and evaluation is provided by the Personnel Division, which also organizes group sessions for those units of instruction which cut across organizational lines.

Levels of education concerned.—The educational level of this training is primarily dependent on the duties of the employee receiving training. Job training for clerical positions is at the business school level and for other positions is generally at the higher educational level with some mixture of the two educational levels for all positions.

Geographical areas affected.—ECA job training is conducted in Washington, D. C., and all overseas missions.

Number and types of persons affected.—The program is for the benefit of all Federal civilian personnel employed by the ECA. These consist of approximately 2,200 American citizens employed in the United States and overseas and approximately a like number of citizens of other nationalities employed locally by the ECA in foreign countries.

(*2*) *Activity: In-service orientation program for new Economic Cooperation Administration employees operated by agency staff members and utilizing the language training and certain other facilities of the Foreign Service Institute of the Department of State*

Method of administration.—Using key staff officials as instructors, the Personnel Division of the Economic Cooperation Administration carries out this program with the aid of the Foreign Service Institute of the Department of State.

Levels of education concerned.—The instruction is generally at the levels of secondary and higher education.

Geographical areas affected.—The basic program is conducted in Washington, D. C., for all new employees of the ECA. Employees assigned to ECA missions in foreign countries receive supplementary information upon arrival at their overseas posts.

Number and types of persons affected.—The over-all average of number of recipients of the instruction is 15 employees per week.

(*3*) *Activity: Operation of a technical assistance program in cooperation with the European governments receiving Marshall plan aid*

Method of administration.—The technical assistance program is administered by ECA in cooperation with the foreign governments eligible for aid under the Mutual Security Program. The foreign government concerned must originate a request for technical assistance and present it to the ECA mission for that country. The ECA mission reviews the request, revises it, if necessary, in conjunction with the requesting government, and forwards it to ECA headquarters in Washington. A further review is made by ECA in Washington to assure eligibility of the project for technical assistance financial aid, as well as feasibility of making the necessary arrangements for visitors coming to the United States or of locating American experts qualified for overseas service. If approved by the Washington office the project may then be activated. Very close cooperation between the ECA office in Washington and the various embassies and legations is necessary because of the large amount of detail in making arrangements; similar cooperation is necessary overseas between the ECA missions and the various governments concerned.

Levels of education concerned.—The technical assistance program is not fixed at any educational level, but is carried out principally at the levels of secondary and higher education. The visitors to the United States under the program come to receive practical training through observation of American production know-how, primarily in the fields of industry and agriculture. The technical assistance program involves use of and contact with universities and technical schools when, for example, a university may arrange some lectures, or when a university's professorial personnel may act as consultants to foreign visitors.

Geographical areas affected.—The program involves bringing foreign visitors to the United States and sending American experts abroad. In the first case the program is carried out over the United States as a whole. A comparatively small amount of the program is carried out on Federal properties.

Number and types of persons affected.—It is estimated that during the fiscal year 1950 approximately 1,500 visitors came to the United States under sponsorship of the technical assistance program and approximately 600 American experts went abroad to give advice.

e. Federal Civil Defense Administration

Activity: Operation of Federal civil defense schools

Method of administration.—The Office of Training and Education of the Federal Civil Defense Administration is responsible for the administration of the civil defense training schools and the staff col-

lege. The chief administrative officers of the schools report to the FCDA Office of Training and Education. Relationships between the schools and the State and local civil-defense offices are channeled through the FCDA regional offices.

Levels of education concerned.—The training in the staff college and training schools is for executives and instructors and is generally at the level of post-secondary education.

Geographical areas affected.—The schools are located in several parts of the United States.

Number and types of persons affected.—The staff college and training schools were not in operation during the fiscal year 1950. It is estimated that about 1,350 persons received training in these institutions in the fiscal year 1951. These persons were expected in turn to train thousands of other persons throughout the United States.

f. Federal Communications Commission

Activity: International exchange of persons program

Method of administration.—Under this program the Federal Communications Commission provides training in telecommunications for foreign nationals, in cooperation with the Department of State, the Economic Cooperation Administration, and other agencies. In each case the FCC arranges specialized training for the individual in Government agencies and in industry, based upon the needs of the trainee and his country in the field of telecommunications.

Levels of education concerned.—The training is generally at the level of higher education.

Geographical areas affected.—The training is carried out in various parts of the United States. Trainees come from a number of foreign countries.

Number and types of persons affected.—During the fiscal year 1950, a total of 19 leading foreign nationals received training. The number of persons indirectly affected is inestimable.

g. Federal Deposit Insurance Corporation

Activity: Courses in banking, for employees

Method of administration.—The Federal Deposit Insurance Corporation arranges and finances courses in banking for its employees. The courses are adapted to individual needs and usually are pursued by correspondence with the American Institute of Banking, or in residence at a college or university.

Levels of education concerned.—The courses are at the level of higher education.

Geographical areas affected.—During the fiscal year 1950 a number of employees of the FDIC in Washington, D. C., pursued correspondence courses. Other employees of the FDIC took residence courses at institutions of higher learning in the United States. Federal payments to these institutions for their services were as follows, by States:

New Jersey (Rutgers University)	$2,720
Washington (University of Washington)	95
Wisconsin (University of Wisconsin)	680

In addition, total payments to the American Institute of Banking for resident and correspondence courses amounted to $4,680.

Number and types of persons affected.—About 550 employees of the Federal Deposit Insurance Corporation receive direct benefits each year. The number of persons indirectly affected cannot be estimated.

h. Federal Mediation and Conciliation Service

Activity: Organized study program for mediators of the Federal Mediation and Conciliation Service

Method of administration.—The Federal Mediation and Conciliation Service administers this activity through its regional directors who institute regular study programs for mediators in their regions. The mediators themselves decide upon details, determining subjects of study in the field of their duties and arranging for lectures and employment of other media of instruction.

Levels of education concerned.—The study is not fixed at any educational level but is generally within the range of higher education.

Geographical areas affected.—The activities are carried out in many parts of the United States.

Number and types of persons affected.—During the fiscal year 1950 participating employees of the Federal Mediation and Conciliation Service numbered 217.

i. Federal Reserve Board

(*1*) *Activity: Participation with individual Federal Reserve banks and graduate schools of banking at several universities in conducting summer seminars on economic and monetary problems for teachers and members of the financial community*

Method of administration.—The Federal Reserve Board cooperates with individual Federal Reserve banks and several universities in administering this program.

Levels of education concerned.—The studies are at the level of higher education.

Geographical areas affected.—The activities are carried out at many places in the United States.

Number and types of persons affected.—Direct beneficiaries are bank officers, teachers of money and banking, and other members of the financial community, numbering altogether several hundred a year. Indirect benefits accrue to the entire national citizenry.

(*2*) *Activity: Cooperation with the Joint Council on Economic Education in conducting regional workshops for teachers of economics in secondary schools*

Method of administration.—The Federal Reserve Board assists the Joint Council on Economic Education and affiliated State organizations in conducting workshops for teachers of economics.

Levels of education concerned.—The studies which are made at the higher education level are designed to improve secondary education in a specific field. The program is therefore concerned with both secondary and higher education.

Geographical areas affected.—The workshops are held at a number of places in the United States.

Number and types of persons affected.—Teachers and supervisors of teaching of economics and social studies in secondary schools receive direct benefits, and the whole citizenry receives indirect benefits.

Probably less than 1,000 teachers, supervisors, et cetera, attended workshops in 1950.

j. General Services Administration

(*1*) *Activity: Participation with the Federal Security Agency in a program of distribution of surplus real property to educational institutions*

Method of administration.—The General Services Administration and the Federal Security Agency cooperatively administer this activity. Under provisions of Public Law 152, Eighty-first Congress, as amended, the United States Office of Education is fully responsible for the transfer to educational users of suitable surplus real property assigned to the Federal Security Agency upon that Agency's request.

Levels of education concerned.—Transfers are made to educational institutions at all levels, from elementary schools to universities.

Geographical areas affected.—The program is carried out in the United States as a whole, and in its Territories and possessions.

Number and types of persons affected.—An undetermined number of students attending educational institutions scattered throughout the United States and other persons connected with these institutions benefit from the transfers of surplus real property.

(*2*) *Activity: Participation with the Federal Security Agency in a program of distribution of surplus personal property to educational institutions*

Method of administration.—This program is administered cooperatively by the General Services Administration and the Federal Security Agency. Personal property which is released by the General Services Administration as surplus to the needs of all Federal agencies is made available through the Federal Security Agency. Such of the surplus as is determined by the Federal Security Administrator to be usable and necessary for educational or public health purposes may be authorized by the General Services Administration for donation. The Federal Security Administrator allocates the donated property on the basis of need and utilization, either directly or through State educational or public health agencies to all tax-supported and nonprofit medical institutions, hospitals, clinics, health centers, school systems, schools, colleges, and universities which have been held exempt from taxation under section 101 (6) of the Internal Revenue Code, in continental United States, its Territories, and possessions. Many such hospitals, clinics, and health centers are integral parts of educational institutions. The donated surplus personal property is then transferred, either directly to the institutions or to State educational agencies which are responsible for the transfer of property to the ultimate recipient. Forty-six of the States, the District of Columbia, and two Territories, use a central agency to handle the allocation and distribution of property to individual institutions.

Levels of education concerned.—The program pertains to all levels of education, including elementary, secondary, and higher levels.

Geographical areas affected.—The distribution of surplus personal property is carried out in every State and in the Territories and possessions.

Number and types of persons affected.—Most of the 1,700 universities, the 25,000 high schools, and the 98,000 elementary schools located in every school district in every State, the District of Columbia, Ha-

waii, Alaska, and Puerto Rico have received, by donation, surplus personal property for which no further utilization could be found within the Federal system. Thus, the greater portion of 32,000,000 students and 125,000 institutions have been and are directly affected. The entire citizenry has benefited through local utilization of donated surplus property in lieu of new procurement.

k. Housing and Home Finance Agency

(*1*) *Activity: German reorientation program*

Method of administration.—During the fiscal year 1950 the Housing and Home Finance Agency was administering a program for German leaders in housing and city planning who were brought to the United States by the Department of State under the German reorientation program. Study programs for those leaders were planned and supervised by the Housing and Home Finance Agency. The cost was the responsibility of the Department of State, only administrative costs being transferred to the Housing and Home Finance Agency.

Levels of education concerned.—The study program for the German leaders included conferences, tours, lectures, and readings. No formal course was taken in any educational institution. However, in the course of their studies and visits to various areas of the United States, the leaders were put in contact with professional staffs of colleges and universities in their fields of interest. The studies were generally at the higher educational level.

Geographical areas affected.—This program in education of German leaders in the field of housing and city planning was carried out in many parts of the United States.

Number and types of persons affected.—The trainees consisted of five German leaders in the field of housing and city planning and two German women leaders interested in housing and city planning from the public interest and citizen participation points of view. The training was designed for the indirect benefit of the native population of occupied Germany.

(*2*) *Activity: Housing research program operating through contracts with educational institutions having suitable facilities and expert personnel*

Method of administration.—A substantial portion of the research program of the Division of Housing Research is administered through the execution of contracts with colleges and universities, nonprofit research foundations and laboratories and governmental research organizations. Professional and technical personnel of the Division participate in the formulation of the projects, the guidance of research under the contracts, assisting the contractor in the analysis and evaluation of the results, and in translating scientific conclusions into usable material for dissemination to the industry and the consumer.

Levels of education concerned.—The contract program of the Division of Housing Research both utilizes the facilities and the scientific and professional personnel of institutions of higher learning and serves them by assisting them to augment their staff, facilities, and knowledge.

Geographical areas affected.—The program is carried out in all parts of the continental United States but indirectly affect all of the Territories and possessions by the provision of new knowledge with respect to problems in the housing field. Amounts of Federal funds obligated under contracts with educational institutions for housing research in the fiscal year 1950 were as follows, by States:

Alabama (Tuskegee Institute)	$60,000
California (University of California)	39,705
Colorado (University of Denver)	16,482
District of Columbia (American University)	11,800
Florida (University of Florida, $18,894; University of Miami, $10,140)	29,034
Georgia (Georgia Institute of Technology)	16,610
Illinois (University of Illinois)	76,082
Indiana (University of Indiana)	55,800
Maryland (University of Maryland)	12,790
Massachusetts (Massachusetts Institute of Technology, $48,500; Harvard University, $32,000	80,500
Michigan (University of Michigan)	82,036
Minnesota (University of Minnesota)	6,720
New York (Columbia University, $75,635; New York University, $23,423)	99,058
Ohio (University of Toledo, $15,000; Miami University, $66,000)	81,000
Pennsylvania (Penn State College, $22,076; University of Pennsylvania, $40,000)	62,076
Texas (Southwest Research Institute)	46,075
Washington (University of Washington)	7,750
Total	783,498

Number and types of persons affected.—The program is conducted for the benefit of the people of the United States at large.

(*3*) *Activity: Lending to educational institutions for student housing*

Method of administration.—Under the college housing program, low-rate, long-term loans to a maximum of $300 million are authorized. The loans are made as a direct Federal-school transaction. Applications are prepared and presented by the educational institution to the regional offices, Housing and Home Finance Agency. Loans are secured by the institutions' pledging income or other collateral adequate to service loan liquidation. Upon approval of the application, loan funds are placed in a construction account; contracts are awarded by the institution, and disbursements are made from the account upon approval of the supervising engineer assigned by the Housing and Home Finance Agency. Under executive determination, loans at this time are limited to institutions having a demonstrable defense connection, and the aggregate of all loans shall not now exceed $40,000,000.

Levels of education concerned.—Only institutions of higher learning, as determined by the United States Office of Education, are eligible, under the terms of the act, to receive Federal loans.

Geographical areas affected.—The loans are available to any institution of higher learning located in the several States, the District of Columbia, and the Territories and possessions of the United States.

Number and types of persons affected.—This program was not in operation during the fiscal year 1950. It is expected to provide directly for the accommodation of approximately 100,000 students under the full authorization each year.

(4) *Activity: Liquidation and disposal of war public works, including schools and other properties constructed by the Government in war-impacted communities*

Method of administration.—Regional representatives of the Housing and Home Finance Agency are accountable for all federally constructed school properties located in the vicinity of World War II defense installations within their respective regions. It is their responsibility to conduct negotiations with local educational agencies with respect to the disposal of the properties. When a satisfactory proposal to purchase is received by the regional representative, the transfer documents are prepared and submitted to the Washington office for review and, if approved, for execution by the Administrator. Transfers of properties to local educational agencies under Public Law 815, Eighty-first Congress, which, however, authorized transfer of title without monetary consideration, are processed in the same channels.

Levels of education concerned.—The program is concerned with the provision of elementary and secondary education.

Geographical areas affected.—The schools and hence the geographical areas affected are in 43 States and in the Territories of Alaska and Hawaii. A few are on land under the jurisdiction of other Federal agencies.

Number and types of persons affected.—Children of both defense workers and enlisted personnel of the armed services were the principal beneficiaries during World War II. Since that time the facilities have served the normal peacetime need of the affected communities. The 475 school buildings constructed provided accommodations for approximately 152,000 school children per year.

(5) *Activity: Participation in the international exchange-of-information and education program, 1949 and 1950*

Method of administration.—This program is administered by the Housing and Home Finance Agency and partly financed through transfer of funds by the Department of State. Individual and group study programs are developed according to the needs and interests of the trainees, leaders, or visitors, and include contacts with public and private housing and city planning agencies, colleges and universities; tours of projects; and readings and documentation.

Levels of education concerned.—For the visitors and leaders coming to the United States under the general international exchange-of-information and education program, the Housing and Home Finance Agency develops and supervises study programs in housing and city planning, arranges educational tours of housing and city planning agencies and projects, visits with professional staffs of universities and colleges, and public and private housing and city planning interest groups in the United States. Graduate-study programs are arranged at an accredited university for trainees in their subject fields and, where practicable, an in-service training period in agencies in the United States or Puerto Rico.

Geographical areas affected.—The study and observation programs are carried out in the United States as a whole and in Puerto Rico.

Number and types of persons affected.—The programs were undertaken to benefit the native population of the country of the foreign

nationals. Programs of study and observation were prepared for approximately 95 trainees, leaders, and visitors in the fiscal year 1950.

(6) *Activity: Participation with the United States Office of Education in a school-construction program*

Method of administration.—Applications for funds under this program are addressed to the Commissioner of Education but are reviewed for legal, financial, and engineering eligibility by the regional offices of the Housing and Home Finance Agency. After favorable recommendation by HHFA and approval by the Commissioner of Education, Federal funds are made available to the local school district in those cases where construction is to be located on school district property and to HHFA where schools are located on Federal property. Construction contracts, in the first case, are awarded by the school district and, in the second case, by the HHFA. Contract payments are either concurred in or made by representatives of HHFA, as the case may be, after necessary construction inspection and audits.

Levels of education concerned.—Schools of both the elementary and secondary levels are eligible for assistance under provisions of the act authorizing this assistance (Public Law 815, 81st Cong.).

Geographical areas affected.—The assistance is available to any public-school district in the continental United States, its Territories or possessions which can qualify under provisions of the act. The number of applications submitted by local school districts for construction not on Federal property as shown in the following table by region and State have been approved:

Number of projects by division and State

Region 1:	
Connecticut	---
Maine	---
Massachusetts	---
New Hampshire	---
New Jersey	---
New York	1
Rhode Island	2
Vermont	1
Region 2:	
Delaware	---
District of Columbia	---
Maryland	5
North Carolina	1
Pennsylvania	3
Virginia	8
West Virginia	---
Region 3:	
Alabama	3
Florida	1
Georgia	10
Mississippi	6
South Carolina	1
Tennessee	4
Region 4:	
Illinois	9
Indiana	2
Kentucky	7
Michigan	19
Ohio	7
Wisconsin	---
Region 5:	
Colorado	2
Iowa	5
Kansas	10
Minnesota	---
Missouri	9
Nebraska	3
New Mexico	4
North Dakota	1
South Dakota	1
Utah	1
Wyoming	---
Region 6:	
Arkansas	6
Louisiana	3
Oklahoma	10
Texas	24
Region 7:	
Arizona	8
California	6
Hawaii	---
Nevada	1
Region 8:	
Alaska	---
Idaho	3
Montana	---
Oregon	1
Washington	23
Total	211

In addition, applications for construction on Federal property by region and State have been authorized as follows:

Number of projects by division and State

Region 1:	
Connecticut	---
Maine	---
Massachusetts	1
New Hampshire	---
New Jersey	---
New York	---
Rhode Island	---
Vermont	---
Region 2:	
Delaware	---
District of Columbia	---
Maryland	1
North Carolina	2
Pennsylvania	---
Virginia	2
West Virginia	---
Region 3:	
Alabama	---
Florida	3
Georgia	1
Mississippi	---
South Carolina	8
Tennessee	---
Region 4:	
Illinois	---
Indiana	---
Kentucky	4
Michigan	1
Ohio	---
Wisconsin	---
Region 5:	
Colorado	---
Iowa	---
Kansas	---
Minnesota	---
Missouri	---
Nebraska	---
New Mexico	3
North Dakota	---
South Dakota	1
Utah	3
Wyoming	---
Region 6:	
Arkansas	---
Louisiana	---
Oklahoma	1
Texas	3
Region 7:	
Arizona	2
California	9
Hawaii	---
Nevada	1
Region 8:	
Alaska	---
Idaho	---
Montana	---
Oregon	---
Washington	4
Puerto Rico	1
Total	51

Number and types of persons affected.—About 85,000 children will be served by school facilities constructed under projects of local school districts already approved under Public Law 815. The facilities to be constructed by the Federal Government on Federal property under projects already approved will serve about 21,000 children of Federal employees.

(7) *Activity: Promotion of advance planning of non-Federal public works, especially schools and other educational facilities through interest-free cash advances*

Method of administration.—There have been two activities under this heading, one authorized by title V of the War Mobilization and Reconversion Act of 1944 and the second authorized under Public Law 352, Eighty-first Congress. Both provided substantially the same assistance and were administered in the same manner. Advances of Federal funds were made directly to local governmental agencies for the planning of their public works, such amounts as were advanced being repayable, without interest, when construction of the public work so planned was undertaken. Applications were submitted through the division offices (now regional offices) of Community Facilities Service and initially processed as to eligibility under the act, and as to the financial ability and legal authority of the applicant to construct such projects, and then submitted to the central (Washington) office for approval. After approval of a project, an initial

advance of funds, as specified in the acts, was made to the applicant to initiate planning and the balance of the advance paid upon completion of the plans and specifications. Under the provisions of law and regulations issued pursuant thereto, the time for submitting applications has expired. This program covered various types of local public works, including school facilities.

Levels of education concerned.—Almost all types of educational facilities were eligible, providing the applicant for planning funds was eligible under the act. The types of facilities planned covered elementary and secondary schools, as well as institutions of higher learning.

Geographical areas affected.—This program extended to all of the 48 States, the District of Columbia and the Territories and possessions of the United States.

Under this program the number and amount of applications received and the number and amount of planning advances approved, as of August 31, 1951, were as follows:

Schools and other educational facilities	Number	Amount
Applications received	2,589	$27,786,548
Federal planning advances approved	2,279	20,350,617

Number and types of persons affected.—The projects planned with these advances have provided educational facilities for all groups and races of the citizenry of the Nation. Information as to the exact number of persons affected is not available.

l. Interstate Commerce Commission

(1) Activity: In-service training course in 1950–51 administrative law—Interstate Commerce Act and related acts

Method of administration.—The Bureau of Formal Cases of the Interstate Commerce Commission directly administers this training, with the approval of the personnel officer.

Levels of education concerned.—The training is generally at the level of higher education.

Geographical areas affected.—The course is conducted in Washington, D. C., only.

Number and types of persons affected.—The course is exclusively for a varying number of employees of the Interstate Commerce Commission. Ten examiners participated in the 1950–51 course in administrative law.

(2) Activity: In-service training course for Bureau of Traffic Examiners

Method of administration.—The Bureau of Traffic directly administers this training, with the approval of the personnel officer.

Levels of education concerned.—The training is generally at the level of higher education.

Geographical areas affected.—The course is conducted in Washington, D. C., only.

Number and types of persons affected.—The course is exclusively for employees of the Interstate Commerce Commission. Within the last several years the number of employees receiving this training at the same time has varied from 10 to 33.

m. National Advisory Committee for Aeronautics

(*1*) *Activity: Apprentice training program*

Method of administration.—The National Advisory Committee for Aeronautics solely administers its apprentice training program. Skilled NACA tradesmen under the direction of shop superintendents supervise the apprentices. The programs are conducted at two NACA laboratories with classroom instruction coordinated by laboratory training officers.

Levels of education concerned.—The apprentice training is generally at the level of postsecondary education. The apprentices are selected by regular civil-service tests and are generally just out of high school, except for veterans. One hundred and forty-four hours per year are spent in classroom work and in some trades, because of the complexity of the work, the training has been extended from the normal 4 years to 5.

Geographical areas affected.—The apprentice training program is conducted at the Langley Aeronautical Laboratory, located at Langley Field, Va., and the Lewis Flight Propulsion Laboratory, located at Cleveland, Ohio. The NACA laboratories in both instances are located on Federal properties.

Number and types of persons affected.—The apprentice training program is for the benefit of NACA civilian employees. During the fiscal year 1950 there were 389 apprentices, of whom about 300 were veterans.

(*2*) *Activity: Graduate study leave program*

Method of administration.—The National Advisory Committee for Aeronautics gives leave of absence to selected employees to do graduate study or research of primary benefit to the NACA at accredited institutions of learning. The operating costs of the program include only the normal salaries of employees during their period of study leave. Administrative handling of the program includes the issuance of official regulations, advising employees, and reviewing and approving proposals for granting study leave.

Levels of education concerned.—This program utilizes educational institutions of college and university level.

Geographical areas affected.—There are no restrictions affecting geographical areas in the administration of this program. Study may be performed in any part of the United States. No payments, grants, or contracts are made by the NACA. The employee must bear all costs of travel, tuition, subsistence, and other related expenses.

Number and types of persons affected.—The program is for the benefit of NACA professional and scientific personnel. As the graduate study leave act became effective late in the fiscal year 1950, it was possible for only 20 employees to take summer-session courses during that year. The restriction on use of the sums expended by the NACA for this purpose is limited to $50,000 in any fiscal year.

(*3*) *Activity: Graduate training program*

Method of administration.—The National Advisory Committee for Aeronautics provides graduate training for selected employees in cooperation with leading universities near the three NACA laboratories. The courses are offered after working hours or during evenings and are conducted by full-time professors of the universities or by

NACA scientists who are authorities in their fields. The NACA scientists are paid by the universities for this part-time work. Academic credit toward advanced degrees is given by the universities for these courses.

Levels of education concerned.—The program began with undergraduate courses, but is now predominately of graduate level.

Geographical areas affected.—The graduate training is carried out in universities near Langley Field, Va., Moffett Field, Calif., and Cleveland, Ohio. Arrangements have been made with the University of Virginia, Stanford University, and Case Institute of Technology. The employees pay their own tuition and other charges at these institutions.

Number and types of persons affected.—The program is for NACA employees. A total of about 740 employees at all laboratories combined took courses during the fiscal year 1950.

(4) *Activity: University research program*

Method of administration.—This program is administered through contracts entered into by the National Advisory Committee for Aeronautics with certain colleges and universities. The NACA checks reports from these institutions from time to time to preclude duplication of effort and to maintain high standards of performance.

Levels of education concerned.—This program utilizes only institutions of higher education and is concerned only with education at that level.

Geographical areas affected.—These contracts are awarded only to institutions within the continental United States. Payments by the NACA under contracts for the fiscal year 1950 were as follows:

California	$80,771	New Jersey	$24,600
Florida	11,500	New York	39,132
Georgia	4,872	Ohio	80,200
Illinois	36,810	Pennsylvania	81,260
Indiana	74,448	Rhode Island	19,800
Iowa	64,216	Texas	12,000
Maryland	32,600	Virginia	8,450
Massachusetts	142,566	Washington	2,860
Michigan	60,000		
Minnesota	1,800	Total	777,885

Number and types of persons affected.—This program affects an inestimable number of members of the Armed Forces, veterans, and other citizens of the United States.

n. The Panama Canal

Activity: Operation of the Canal Zone public schools

Method of administration.—The Superintendent of Schools of the Canal Zone administers the public schools of the Canal Zone, under the general direction of the Director of Civil Affairs, as a function of the Bureau of Civil Affairs. The Director of Civil Affairs is responsible to the Governor of the Canal Zone.

Levels of education concerned.—The work of the schools covers the following levels: Kindergarten, grades 1 through 12, and junior college. Besides 2 years of college training one of the junior colleges offers apprentice training and extension courses for adults.

Geographical areas affected.—The activities of the public schools are confined to the Canal Zone.

Number and types of persons affected.—The program is offered for all residents of the Canal Zone and their dependents, regardless of citizenship or employment. Total civilian population in 1950 was about 52,000. Separate schools are operated for white and colored children. Dependents of Armed Forces personnel and Federal civilian employees constitute about 47 percent of the white school enrollments.

o. Railroad Retirement Board

Activity: In-service training of employees of the Railroad Retirement Board in the basic principles of the Railroad Retirement and Railroad Unemployment Insurance Acts and in the procedures governing the processing of claims for benefits thereunder

Method of administration.—The Railroad Retirement Board solely administers this activity, classes being conducted by experienced supervisory employees of the Board.

Levels of education concerned.—The difficulty of the subject matter studied, the educational backgrounds of the trainees and the nature of instruction place the training generally at the level of postsecondary education.

Geographical areas affected.—The training is given at the headquarters of the Railroad Retirement Board in Chicago, Ill., and at regional offices in the United States.

Number and types of persons affected.—Clerks, claims examiners, and field representatives of the Board numbering 845 received benefits of this training in the fiscal year 1950.

p. Reconstruction Finance Corporation

(*1*) *Activity: Loan examiner trainee program*

Method of administration.—This program is administered directly by the Loan Division of the Reconstruction Finance Corporation with the cooperation of its Personnel Division and the Civil Service Commission. The Loan and Personnel Divisions prepare the necessary outline and put the program into effect. Training committees made up of qualified personnel are established with the responsibility for effective activation and administration within each office.

Levels of education concerned.—Trainees are encouraged to enroll in courses of study normally given only by institutions of higher education. Usually courses needed are found in university and college night schools or in the educational program offered by the extension service of the Department of Commerce or the American Institute of Banking Chapters, enrollment in which is open to RFC employees.

Geographical areas affected.—The program is carried out in the Washington office and various locations throughout the country where field offices of the Corporation are established.

Number and types of persons affected.—Approximately 74 employees of the RFC received this training during the fiscal year 1950.

(*2*) *Activity: Synthetic-rubber research; operating through contracts with universities and colleges*

Method of administration.—The Reconstruction Finance Corporation directly administers this activity. Periodic conferences are held by the Corporation with all the research participants, and reports submitted during the interim, monthly, or more frequently describing

the scientific efforts and results, are discussed. Recommendations and results are reviewed by the Corporation for development of the research program for the succeeding year.

Levels of education concerned.—The research is carried out by colleges and universities, under contract.

Geographical areas affected.—The following table shows the amount of Federal money paid to the universities and colleges under contract with the RFC within each State during the fiscal year 1950:

Delaware (University of Delaware)	$14,000
Illinois (University of Chicago, $111,000; University of Illinois, $89,000)	200,000
Maryland (Johns Hopkins University)	7,000
Massachusetts (Massachusetts Institute of Technology)	72,000
Minnesota (University of Minnesota)	88,000
New York (Cornell University, $126,000; University of Rochester, $1,000)	127,000
Ohio (University of Akron, $45,000; Case Institute of Technology, $103,000)	148,000
Total	656,000

Number and types of persons affected.—An undetermined number of persons at the contracting colleges and universities are engaged in the research projects, the findings from which indirectly affect the entire national citizenry.

C. Activities of the Executive Office, Legislative Establishment, and District of Columbia

1. THE EXECUTIVE OFFICE OF THE PRESIDENT

a. Bureau of the Budget

(1) Activity: Exchange of persons program with Germany, carried on in cooperation with the Department of State

Method of administration.—The Department of State selects German officials to be brought to the United States to learn the ways of democracy in order that they may spread democratic influence in Germany upon their return. The Department arranges and pays for the travel of these individuals to and from the United States. The Bureau of the Budget administers their program of instruction in methods of public administration in a democratic government.

During the fiscal year 1950 payments to recipient trainees for travel expenses were paid from working funds transferred from appropriations for government in the occupied areas of Germany.

Levels of education concerned.—The program is principally one of observation and study at the higher education level.

Geographical areas affected.—While the activity principally affects the Allied occupied area of Germany it also concerns Western Europe in general.

Number and types of persons affected.—Five German nationals received training under the program during the fiscal year 1950. The number of persons indirectly affected by their experiences is inestimable.

(2) *Activity: Scientific and cultural cooperation and exchange program with the other American Republics*

Method of administration.—This program of training in public administration is carried out directly by the Bureau of the Budget, in cooperation with the Department of State and with the governments of other American Republics. Selected trainees from abroad receive payments from funds transferred to the Bureau of the Budget from the Department of State. A trainee may have part of his expenses met by his own government, depending upon the type of award he receives.

Levels of education concerned.—The Bureau's program is principally one of internship at the higher education level.

Geographical areas affected.—The area of the American Republics.

Number and types of persons affected.—Under this program during the fiscal year 1950 ten persons from other American Republics received long-range intern training in the United States. In addition more than 20 officials in the public service of other governments worked with the Bureau of the Budget for short periods. The Bureau also extended assistance and advice on a spot basis to about 300 officials of American Republics and other governments, and specialized international agencies.

(3) *Activity: Training under the technical assistance program of the Economic Cooperation Administration*

Method of administration.—In conjunction with their respective governments, the Economic Cooperation Administration selects public officials of ECA countries to observe and study American public administration under this program. The Bureau of the Budget administers the arrangements for training of these officials while they are in the United States. The administrative costs are paid by the ECA through transfer of funds to the Bureau of the Budget. The ECA pays the recipient trainee a stipend as well as the cost of travel, books, university courses, and medical care.

Levels of education concerned.—The program is one of internship at the higher education level.

Geographical areas affected.—Countries of Western Europe and the Middle East.

Number and types of persons affected.—Twenty-three officials of foreign countries received training in the United States under the program during the fiscal year 1950. The number of persons indirectly affected cannot be estimated.

b. Central Intelligence Agency

Activity: Personnel training

Method of administration.—Training programs for personnel of the Central Intelligence Agency are administered by the Director of Training, who reports directly to the Director of the Agency. The programs are conducted within the Agency, through contract with institutions outside the Agency, and by subsidizing personnel for special language and area study at recognized institutions in the United States.

Levels of education concerned.—Arrangements with outside institutions for area and language study are almost entirely for courses at the college-graduate level.

Geographical areas affected.—Individual trainees are sent to recognized institutions throughout the United States. For security reasons, information concerning the location of these institutions and Federal payment to them is withheld from publication.

Number and types of persons affected.—Training programs of the Agency are for the benefit of its personnel in specialized fields. Information concerning the number of persons receiving training is withheld from publication for security reasons.

c. National Security Resources Board

Activity: Research program in resources mobilization planning, carried out at certain universities

Method of administration.—This activity is carried out by institutions of higher learning under contract with the National Security Resources Board.

Levels of education concerned.—The program is directly concerned only with higher education.

Geographical areas affected.—During the fiscal year 1950 the Board negotiated contracts with universities in four States involving the following payments to these institutions, by States:

Massachusetts (Harvard University)	$20,494
Michigan (University of Michigan)	30,000
New York (Syracuse University)	30,000
Ohio (Ohio State University)	20,000
Total	100,494

Number and types of persons affected.—Varying numbers of persons on the research staffs of the several universities are employed on the projects.

2. THE LEGISLATIVE ESTABLISHMENT

a. Library of Congress

(1) Activity: Administration of the general activities of the Library of Congress (operation of the Library proper)

Method of administration.—The direction of the Library is vested in the Librarian, who is appointed by the President by and with the advice and consent of the Senate. The Librarian from time to time issues regulations for the government of the institution. His immediate administrative staff consists of the Chief Assistant Librarian, the Assistant Librarian, the Deputy Chief Assistant Librarian, and the director of the principal departments into which the Library is organized.

Levels of education concerned.—The general services of the Library proper relate to all levels of education, but are principally concerned with postgraduate research.

Geographical areas affected.—The activities affect not only the whole United States, but also other areas throughout the world.

Number and types of persons affected.—Although first fulfilling its duty to the Congress of the United States, the Library makes avail-

able certain services to the entire national citizenry. Over a million persons annally receive direct services. The total number of persons benefiting from the activities of the Library cannot be estimated.

(2) *Activity: Development and maintenance of a National Union Catalog*

Method of administration.—The National Union Catalog of important books in the major American libraries is maintained by a separate division of the Library of Congress supported by congressional appropriations. This division, headed by a chief, operates under the supervision of the Director of the Processing Department.

Levels of education concerned.—The maintenance of the National Union Catalog subserves all levels of education, but the catalog is principally used by persons engaged in advanced research.

Geographical areas affected.—This activity affects chiefly the United States, and to a lesser degree Canada.

Number and types of persons affected.—Principally an indefinite number of American citizens. About 100,000 searches for location of research materials were made during the year 1950.

(3) *Activity: Development and servicing by the law library of a comparative collection of laws and legal materials*

Method of administration.—This activity is administered by the law librarian under policy directives of the Librarian of Congress.

Levels of education concerned.—The activity is principally concerned with legal education at postgraduate level.

Geographical areas affected.—Principally the United States.

Number and types of persons affected.—Personnel of the United States Government, students and faculties of American law schools and universities, and interested members of the bar and of the public.

(4) *Activity: Distribution of printed catalog cards and Library of Congress technical publications*

Method of administration.—This activity is administered under the direction of the Librarian of Congress through the Director of the Processing Department of the Library. A number of American libraries cooperate in supplying copy for the publication of printed catalog cards. Besides these cards the Library of Congress sells copies of its "processed" technical publications, its printed publications being sold by the Superintendent of Documents, Government Printing Office.

Levels of education concerned.—All levels.

Geographical areas affected.—Mainly the United States and Canada, but cards and publications are sold and distributed to libraries and individuals throughout the world.

Number and types of persons affected.—Over 22,000,000 cards were sold or distributed to more than 8,500 libraries and individuals during the fiscal year 1950.

(5) *Activity: Provision of books for the adult blind*

Method of administration.—The Federal appropriation for this purpose is expended under the direction of the Librarian of Congress. Braille and Moon type books and "talking books" (sound reproduction records) are purchased by the Library of Congress and made available for loan through regional libraries for the use of the blind.

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Levels of education concerned.—Secondary and higher education. Books are not lent to persons under 16 years of age.

Geographical areas affected.—The United States, its Territories and insular possessions.

Number and types of persons affected.—About 40,000 of an estimated 230,000 blind persons in the United States.

b. United States Botanic Garden

Activity: Development and maintenance of a botanic garden and dissemination of related information

Method of administration.—The United States Botanic Garden is administered under the direction of the Joint Committee on the Library, with a regular appropriation provided by Congress. The Architect of the Capitol has served as Acting Director of the Botanic Garden since July 3, 1934.

Levels of education concerned.—While the educational services of the institution are available to the public, they are principally utilized by students, botanists, and floriculturists at the level of higher or postgraduate education.

Geographical areas affected.—Principally the United States.

Number and types of persons affected.—About 250,000 persons, including a large percentage of students, annually visit the Garden to view or study the botanical collections. The staff annually advises about 20,000 persons concerning some phase of botany or floriculture.

c. United States Government Printing Office

(*1*) *Activity: Apprentice training and development program*

Method of administration.—This activity is administered directly by the Division of Personnel of the Government Printing Office.

Levels of education concerned.—The program operates generally at or beyond the level of secondary education.

Geographical areas affected.—Apprentices selected from throughout the Nation are trained in Washington, D. C.

Number and types of persons affected.—About 200 apprentices are in training at a time.

(*2*) *Activity: Program for the cataloging, indexing, and distribution of public documents*

Method of administration.—This activity is administered directly by the Division of Public Documents of the Government Printing Office, under the direction of the Superintendent of Documents, who is responsible to the Public Printer.

Levels of education concerned.—All levels of education are subserved by this activity.

Geographical areas affected.—Principally the United States as a whole.

Number and types of persons affected.—The services of the Division of Public Documents are available to the entire national citizenry. During the fiscal year 1950 the Division filled about 1,800,000 publication orders by mail and over the counter, and answered about 769,000 letters and 15,000 telegrams of inquiry concerning public documents and information contained in them.

3. DISTRICT OF COLUMBIA

a. Board of Education

Activity: Operation of the public school system and other educational institutions under the Board of Education

Method of administration.—The public schools and other public educational institutions of the District of Columbia operate under a Board of Education appointed by the judges of the United States Court for the District of Columbia, and they are administered by a Superintendent of Schools appointed by this Board. The Board of Education establishes the policies and rules and regulations to govern the schools, which are supported by funds appropriated to the District of Columbia by Congress. These funds are derived in part by contributions from the Federal Government and in part from the taxes of the District of Columbia. The Board of Education presents the budget estimates for the schools to the Commissioners of the District of Columbia who in turn include them in the District of Columbia total budget. As a part of the regular public school system the Board of Education operates a program of vocational education at the senior high-school level. The Board also administers the Wilson and Miner Teachers' Training Colleges, a veterans' high-school center, and the Capitol Page School for pages of the Congress and the Supreme Court of the United States.

Levels of education concerned.—The District of Columbia school system consists of elementary schools, including kindergarten through six grades, junior high schools, vocational high schools, senior high schools, and teachers' colleges.

Geographical areas affected.—This school system operates only in the District of Columbia.

Number and types of persons affected.—The public schools and other public educational institutions of the District of Columbia are operated for the benefit of the residents of the District of Columbia. The total enrollment of pupils in the regular elementary and secondary schools, students in teachers' colleges, veterans, and Capitol pages attending day and evening schools at any one time during the fiscal year 1950 was about 103,000.

b. Board of Public Welfare

Activity: School program for children under the care of the Board of Public Welfare

Method of administration.—This program is administered by the Board of Welfare under the over-all supervision of the Board of Commissioners of the District of Columbia.

Levels of education concerned.—The educational activities are at the elementary and junior high-school level.

Geographical areas affected.—The work is carried out within the District of Columbia, excepting that of the District Training School, which is located at Laurel, Md.

Number and types of persons affected.—The educational provisions are for the benefit of the wards of the Board of Public Welfare who are residents of the District of Columbia. Included are dependent, delinquent, and feeble-minded children, numbering altogether about 625 annually.

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c. Department of Corrections

Activity: Academic, vocational, and social education programs of the Reformatory Division

Method of administration.—The educational program of the Department of Corrections is administered by the Reformatory Division.

Levels of education concerned.—The program includes formal elementary education and correspondence and "social education" courses at the level of secondary education.

Geographical areas affected.—This activity is carried out on Federal property located in and near Washington, D. C.

Number and types of persons affected.—The program is for reformatory inmates convicted of felonies in the United States District Court of the District of Columbia. About 400 inmates are affected annually.

d. Fire Department

Activity: Operation of the Pump School and Instruction Division

Method of administration.—The Pump School and Instruction Division provide in-service training for personnel of the Fire Department. The Chief Instructor, under supervision of the Chief Engineer, is in charge of the instruction of personnel under standards established by the Chief Engineer.

Levels of education concerned.—The specialized training at the Instruction Division is generally at the level of secondary education. Pump school instruction is principally at the level of higher education.

Geographical areas affected.—This training is given to members of the Fire Department who are responsible for the fire protection of life and property in the District of Columbia, and to a degree in the metropolitan area.

Number and types of persons affected.—This activity provides in-service training of departmental personnel of whom about 125 receive training annually.

e. Health Department

(*1*) *Activity: Health education of professional personnel outside of the Health Department*

Method of administration.—All bureaus of the Health Department administer their respective programs for the health education of professional personnel outside of the Department. The Bureau of Public Health Education provides consultation in methodology, materials, and media which will most adequately meet the needs of the professional personnel to be reached.

Levels of education concerned.—This program is for professional personnel of the medical and health professions and consists principally of activities within the range of higher education.

Geographical areas affected.—The activities are confined to the District of Columbia and the surrounding metropolitan areas. The rest of the United States is affected to some extent.

Number and types of persons affected.—Approximately 2,000 physicians, 800 dentists, 1,100 pharmacists, 250 laboratory technicians, 6,000 nurses, 5,000 teachers, 175 dental hygienists, and 1,000 other persons in related health professions, making a total of roughly 16,500 persons, are affected by this program annually.

(*2*) *Activity: Health education of the general public*

Method of administration.—The Bureau of Public Health Education in conjunction with 16 other bureaus of the Health Department

administers this program which is carried out through consultant services, information services to newspapers, radio and television stations, library services, health lectures, exhibits, displays, publications, and other mass education media.

Levels of education concerned.—This program deals with all levels of education.

Geographical areas affected.—The activities are confined to the District of Columbia although the rest of the United States is affected to some extent.

Number and types of persons affected.—The activity program of this Bureau is designed to benefit the whole citizenry of the District of Columbia. The Bureau makes available materials and information for establishments of the Armed Forces, and to Federal civilian employees through specific requests. It is estimated that over 500,000 people were reached through various activities of this Bureau during the fiscal year 1950.

(*3*) *Activity: Health instruction of clinic and hospital patients*

Method of administration.—Through interviews and consultation with individual patients general health information is given by public health nurses, medical social workers, nutritionists, inspectors, and other staff members of the Health Department. Visual aids and motion pictures are used throughout the clinics and hospitals for patient education.

Levels of education concerned.—Clinic and hospital patients, for whom this activity program is conducted, range from infants to adults. The program is concerned with education at all levels.

Geographical areas affected.—Most of the clinics are in the centralized, congested area of Washington, D. C. A few of the others at which this program is carried out are in the outlying sections of the city.

Number and types of persons affected.—The program is primarily for the benefit of the lower socio-economic and indigent groups of the population of the District of Columbia.

(*4*) *Activity: In-service training of personnel of the Health Department*

Method of administration.—Each bureau of the Health Department and the hospitals administers an in-service training program in its respective functions. The Bureau of Public Health Education also conducts a general program for all personnel of the Health Department to orient each bureau's work into the over-all service rendered by the Department.

Levels of education concerned.—The in-service training programs are primarily concerned with professional and technical training at the levels of secondary and higher education.

Geographical areas affected.—This program is limited to the District of Columbia, but the rest of the United States is to some extent affected.

Number and types of persons affected.—Approximately 2,600 persons receive training under the various in-service programs each year.

(*5*) *Activity: Programs of special emphasis involving health education activities in schools and for organized community groups*

Method of administration.—Activity programs of special emphasis are administered by specialists of the Health Department in various subject matter fields, in cooperation with the Bureau of Public Health

Education, to demonstrate through direct instruction and by various media of mass education, the methods and materials currently used in health education.

Levels of education concerned.—The demonstrations are conducted at all educational levels, before elementary school, secondary school, college, and adult community groups.

Geographical areas affected.—This program is limited to the District of Columbia, but the rest of the United States is to some extent affected.

Number and types of persons affected.—The dental hygienists of the Bureau of Dental Services reach approximately 100,000 children in schools for direct instruction. Public Health nurses and other professional staff members go directly into classrooms to demonstrate approved methods and materials dealing with personal and community hygiene and public health problems upon request, reaching a large but indeterminable number of the school population of the District of Columbia each year.

(6) *Activity: Special professional nurse training offered by the Capital City School of Nursing*

Method of administration.—An assistant director of nursing at Gallinger Municipal Hospital is charged with the conduct of the nurse training course under the general supervision of the director of nursing, and the superintendent of the hospital.

Levels of education concerned.—This is primarily a college-level activity, since graduation from high school is a prerequisite. The course covers a period of 3 years, leading to an R. N. degree.

Geographical areas affected.—Students are accepted from anywhere in the United States. The training is given in the District of Columbia.

Number and types of persons affected.—In 1950, there were 72 students registered in the Capital City School of Nursing.

f. Metropolitan Police Department

Activity: Operation of a police school for new recruits and the Washington Police Academy for experienced policemen

Method of administration.—The Washington Police Department Training School and the Washington Police Academy are functions of the Metropolitan Police Department of the District of Columbia and are administered by the Department. The instructors are all officials of the Department.

Levels of education concerned.—The instruction is principally at the level of secondary and postsecondary education.

Geographical areas affected.—These training activities are confined to the District of Columbia.

Number and types of persons affected.—The schools are solely for personnel of the Metropolitan Police Department of the District of Columbia except that occasionally in the past permission has been given to members of the Armed Forces to attend the classes. These members have been attached to the Armed Service Police Detachment in the District of Columbia.

During the fiscal year 1950, about 450 men in the training school and 34 in the Police Academy received training in the Department.

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